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# Work Motivation and Perceived Organizational Effectiveness in Middle Schools.

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WORK MOTIVATION AND PERCEIVED ORGANIZATIONAL EFFECTIVENESS  
IN MIDDLE SCHOOLS

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy

in

The Department of Administrative and Foundational Services

by

Cynthia Young Wren

B.S., Southeastern Louisiana University, 1972

M.Ed., Louisiana State University, 1992

May 1996



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## DEDICATION

To my husband, typist, confidante and best friend,  
John T. Wren Jr., whose constant support and  
encouragement made this project possible. Without  
him, this dissertation would never have been possible.

To my parents, Charles R. and Doisia A. Young  
whose love and support made their children believe  
in the impossible.

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## ABSTRACT

The primary purpose of this study was to determine the linkage between work motivation derived from the expectancy theory and perceived organizational effectiveness derived from the Parsonian framework. School characteristics of community type, school size, and school socioeconomic status were used as predictor variables in the study. A secondary purpose was to examine these linkages in middle schools and to examine changes over time. Mixed methodologies, including quantitative and qualitative research techniques, were employed. The data were analyzed using the school and the individual teacher as units of analyses.

To test the hypotheses, a multiple regression procedure was employed. The quantitative results of this study, based on a survey in 30 middle schools which included the perceptions of 659 middle school teachers, showed that work motivation and the three school characteristics were significant predictors of perceived organizational effectiveness when using the individual teacher as the unit of analysis. School size was found to be the best predictor of the criterion variable when using the school or the individual teacher as the unit of analysis.

In the four middle schools selected as case study schools, middle school teachers were observed and

interviewed at the end of the first semester. The findings are presented as case analyses and as a cross case analysis between schools. The four case studies were conducted to further investigate the perceptions of middle school teachers on work motivation and organizational effectiveness. The case studies supported the hypotheses and added additional depth to the study. The interview questions revealed additional findings about teacher expectations, student effect on effort levels, and middle school teachers need for feedback. Although the cross case analysis revealed many differences between the schools, the schools were generally divided into the following groups: schools with teachers with high forces of work motivation and schools with teachers with low forces of work motivation. The groups were similar in teacher certification and experience, mean ages of teachers, and teacher expectations.

As organizational effectiveness becomes more accepted as a multi-dimensional concept and with accurate measures of these complex variables, greater understandings of schools as organizations are possible.

## CHAPTER ONE: INTRODUCTION

With the publication of Pygmalion in the Classroom in 1968, Rosenthal and Jacobson opened the discussion of expectancy as a determinant of educational outcomes (Miskel, McDonald, & Bloom, 1983). In spite of criticisms, this book served as a catalyst for high levels of research activity that resulted in the acknowledgment of the existence of expectancy effects (Miskel et al., 1983). In his book, entitled Work and Motivation, Vroom was the first to link expectancy theory to organizational behavior (Miskel et al., 1983).

In a study of teachers in secondary schools and institutions of higher education, Miskel, DeFrain, and Wilcox (1980) examined the relationships among force of work motivation, job satisfaction, and perceived job performance. They found that the force of motivation was significantly related to job satisfaction and perceived performance for both groups. Likewise, Miskel, McDonald, and Bloom (1983) found that expectancy motivation of teachers was consistently related to teacher job satisfaction, student attitude toward school, and perceived school effectiveness.

After an extensive computer search conducted through Education Resource Information Center (ERIC) I was unable to find a single research study conducted

in middle schools concerning the impact of work motivation on perceived organizational effectiveness.

#### Statement of Problem

In this study I address the gap in literature that exists linking work motivation (independent variable) and perceived organizational effectiveness (dependent variable) in schools. In spite of numerous studies conducted in the early 1980s addressing organizational effectiveness and the landmark study by Vroom in 1964, there exists a need for additional research in the area of education due to the complexity of these constructs and the possible changes that may have occurred in schools since the 1980s.

The studies in the 1980s yielded few solutions to the problems facing schools, especially middle schools. This could be due to the absence of an adequate theoretical framework for conceptualizing the constructs and the relationship between work motivation and organizational effectiveness. In an effort to address this need, I examine the relationship between work motivation and perceived organizational effectiveness in middle schools by analyzing two potentially useful theoretical frameworks: 1) the Parsonian framework (1960) and 2) expectancy theory. The school characteristics of community type,

school size, and socioeconomic status are included as predictor variables in this study.

Organizational effectiveness of schools in many studies has been narrowly defined as scores on standardized tests. This narrowness can be explained by the accessibility of test scores to researchers. These studies could limit the possible generalizability of the results by considering organizational effectiveness as a one dimensional concept. In this study I link work motivation to perceived organizational effectiveness with organizational effectiveness defined in a much broader way.

Hoy and Ferguson (1985) employ the Parsonian framework (1960) as a guide in selecting the criteria. Talcott Parsons in his book entitled Structure and Process in Modern Societies (1960) suggests that all social systems, including organizations, must perform four functions in order to maintain themselves (Boyd & Crowson, 1981). These four functions are: (1) adaptation, or accommodating to the environment; (2) goal attainment, or setting and achieving goals; (3) integration, or maintaining solidarity among elements of the system; and (4) latency, or creating and maintaining the integrity of the system's value patterns (Hoy & Ferguson, 1985).

Hoy and Ferguson (1985) employing the integrated goal-system resource model of organizational effectiveness, found perceived overall effectiveness of secondary schools to be significantly related to indicators of all four of Parsons' (1960) system imperatives of adaptation, goal attainment, integration, and latency.

Linkages between the above effectiveness criteria and practical activity can be found in a school setting. The adaptability criterion can be discovered in the flexibility and innovativeness of the schools as evidenced by the faculty and administration (Hoy & Ferguson, 1985). Goal attainment is typically measured in terms of student achievement, but can also include resource acquisition (Hoy & Ferguson, 1985). Resource acquisition for public schools can be problematic. Public schools as tax supported entities, depend entirely on external constituencies that supply dollars and children. Without political and financial support from these groups, schools would lose their legitimacy and students. The urge to acquire this support is complicated by the various and vague goals, the permeability of its boundaries, and its uncertain technology.

Integration can be found in the cooperation and collaboration between the faculty and the

administration, as well as in the overall school climate (Hoy & Ferguson, 1985). Latency can be found in the ability of the school to create and maintain the integrity of the value patterns of the school (Hoy & Miskel, 1991).

Although there are several variations of the expectancy model, most conceptualizations include expectancy, valence, and instrumentality. Expectancy is defined in this study as the "subjective probability between behavior and performance levels" (Miskel et al., 1983, p.54). Valence is defined as "the desirability of a reward for an individual" (Miskel et al., 1983, p.54). Instrumentality is defined as "the perceived probability that a reward with valence will be forthcoming after a given level of performance" (Miskel et al., 1983, p.54). Therefore, the basic tenet of the expectancy motivation theory is that the "force of motivation is a product of expectancy, valence, and instrumentality" (Miskel et al., 1983, p.54). Therefore, teacher expectations about personal rewards and student learning and behavior are important aspects of determining how teachers and students act and how they view the effectiveness of the school (Miskel et al., 1983).

In this study I examine perceived organizational effectiveness employing the Parsonian (1960) framework.

I conduct my study in middle schools since almost all of the studies linking these variables were conducted in elementary and high schools. In this study I focus on middle schools due to the lack of literature on middle schools as related to the variables work motivation and organizational effectiveness. Middle schools, due to the diverse nature of the faculty and student body, provide an interesting arena for the study of work motivation and the perception of organizational effectiveness.

Due to the continued demand for organizational effectiveness in schools, the linkage between what affects the level of performance and the amount of effort extended by the workers (work motivation) and how this increase in effort affects the effectiveness of the organization is important. The problem that I address in this study is the lack of current adequate research on the linkage between work motivation and perceived organizational effectiveness in middle schools.

#### Purpose of Study

The primary purpose of this study was to determine the linkage between expectancy work motivation and perceived organizational effectiveness derived from the Parsonian (1960) framework. School characteristics (community type, school size, and socioeconomic



status(SES)) are also employed in the study as predictor variables of perceived organizational effectiveness.

Much of the research linking work motivation and organizational effectiveness was conducted in the late 1970s and early 1980s. Also most of the research linking these variables was conducted in elementary and high schools with little research conducted in middle schools. A secondary purpose of this study was to examine this linkage in middle schools and to examine changes over time.

#### Significance of Study

The significance of this study lies in its exploration of the role that work motivation plays in perceived organizational effectiveness. Linking the cognitive concept of expectancy work motivation of teachers in schools with the theoretically-based idea of organizational effectiveness and testing the posited relationship could produce significant insights for practitioners. Ideally, the implications derived from this test will lead to further theory development and a better understanding of schools as complex organizations. This data could give interesting insights into the schools, teacher effort, and overall organizational effectiveness. In middle schools today, as in most schools, educators recognize the importance of developing appropriate teaching and learning

practices in order to address the needs of the daily-changing students. The results of this study could provide useful insight into teacher perceptions on work motivation and effectiveness of organizations.

Expectancy has historically been incorporated in cognitive approaches to motivation and can be used to explain teacher behavior. If teachers have high forces of motivation, then they are more likely to initiate new technologies and curricula based on teacher expectations that high efforts and new technologies will improve performance levels thereby impacting on organizational effectiveness. If the outcomes are positive and the teachers are rewarded, high effort levels should continue. However, if either the outcomes or rewards vary across student groups, effort levels will decline or become more focused. Teacher expectations about rewards and student learning and behavior are postulated to be important factors in determining how teachers and students behave and how they perceive the effectiveness of schools.

#### Review of Middle School Reform

Middle school reform is currently being discussed in numerous school districts across the country. Since a local school district was attempting to develop a reform package for its 17 middle schools, I decided to examine their reform plans. Due to the high rates

of suspensions, expulsions, and failures in the district's middle schools, the newly-appointed superintendent decided to ask the school board to pass a major reform package for the middle level grades as part of his overall reform plan.

The following is a presentation of a series of interviews with the staff members involved in the development of the reform package for middle schools. They agreed to talk to me about the series of newspaper articles concerning the reform proposal and their plans for future reform on the condition that they remain anonymous.

The district was operating under a 14 year old desegregation order. The superintendent who took over the school district's top job in August of 1995 hoped to win school board and federal court approval of his new plan to end forced busing and improve education for all children. If his plan is approved, 50 to 75 of the system's 620 buses will be parked, thus supplying the needed finances for his school improvement plan. The superintendent's aides suggested that additional taxes might be required to finance the improvement plan.

The superintendent planned to use the district's record of high suspension rates, high dropout rates, and low test scores to urge the federal court judge

to accept his plan. He also planned to point out that some local residents, frustrated by years of forced busing, recently won a state constitutional amendment to allow their area to break away from the school district and form their own school district. His new plan included the these students. He hoped to encourage them to remain in the parish school system by allowing these students to remain in area schools.

The staff believed that in hiring an executive director for middle schools, the superintendent emphasized his concern for middle school reform. The superintendent believed that middle schools in the district were run too much like mini-high schools, thus failing to meet the needs of middle level students. The parish adopted the middle school names in the early 1970s but up until 1996 have failed to adopt the middle school concept.

The superintendent and his staff devised a three year reform package for the middle schools in the parish. They planned to implement some portion of the package in the fall of 1996 if it received school board approval. Some of the components are:

1. Each school will have advisors who will be assigned 20 to 30 students. The advisors would meet with the students several times

a week thus forming bonds and checking on student progress and problems.

2. Block scheduling, which would reduce the number of teachers for each middle school student, would allow the students to spend at least two hours with each of their teachers. Block scheduling would allow the teachers and students to get to know each other better thus allowing the teachers to plan to meet the specific needs of a reduced number of students.
3. Hands-on activities would replace lectures and drill and practice activities. Interdisciplinary teams would be formed to link subject matter together. The teams could also show how the skills learned in school could be used outside of the classroom.
4. Intramural sports would replace purely competitive sports, thus allowing for participation by all students.

The middle school staff at the central office told me that the middle level grades have received little attention during the past few years. However, data indicates that the greatest number of suspensions, expulsions, and failures in the district are found in the middle schools. The general feeling of the

group was that since the superintendent is "data conscious", the middle schools would finally get the attention they deserve. The staff believed that the superintendent had shown his support for middle schools by hiring an executive director of middle schools. They hoped that the strong commitment on the part of the superintendent would result in the passage of the reform package by the school board.

The staff told me that they had tried to raise the level of awareness of what a "true middle school" should look like by training administrators. They repeatedly offered the opinion that the middle schools in the district had made some improvement by converting from mini-high schools to "hybrid high schools." They agreed that it would take time to transform the parish's middle schools into "true middle schools" which would recognize the unique needs of middle schools students and attempt to meet those needs through grouping, teaching methods, and relating to students.

The principals of the middle schools in the district are often former elementary or high school assistant principals who seem to lack the training needed to meet the needs of middle level students. The staff said that the schools typically reflect the characteristics of the principals. Since few of these principals have had any experience in middle schools,

the principals must be trained to make middle level students feel more attached to their schools and the teachers more equipped for their jobs. After an assessment of the 17 middle schools in the district, the staff determined that the number one priority would be the training of teachers.

The 17 middle schools in the district were involved in various stages of middle school reform. Until 1996 the principals had been able to decide on the items that they wanted to adopt from the middle school concept. The staff stated that with proper training and support, the principals would be encouraged to join in the reform or move to another administrative position.

The staff told me that they planned to have a reform proposal ready to implement in the fall of 1996. The executive director plans to form a task force of parents, teachers, administrators, and other citizens to devise the plan. When I expressed an interest in joining the group, I was told that a group was currently in existence that would eventually form this task force. Since the group was scheduled to meet the next day, the staff asked me if I would like to attend. A call was made to the coordinator of the group to ask for permission to invite me. I was told that since they were not yet an official task force, that the meeting

would remain closed to the public. The staff apologized but admitted to being afraid of too much publicity at this stage of the reform.

The new reform package, if adopted, would be implemented over a three year period. The staff stated that the district's 13,300 middle school students and the 880 middle school teachers would hopefully be the beneficiaries of the reform movement.

### Hypotheses

#### Hypothesis One

There is a significant positive relationship between the work motivation of teachers in middle schools and the perceived organizational effectiveness of those teachers in those schools.

#### Hypothesis Two

There is a significant relationship between the community type of middle schools and the perceived organizational effectiveness of those teachers in those schools.

#### Hypothesis Three

There is a significant relationship between the size of middle schools and the perceived organizational effectiveness of those teachers in those schools.

#### Hypothesis Four

There is a significant relationship between the socioeconomic status (SES) of middle schools and the



perceived organizational effectiveness of those teachers in those schools.

#### Perceived Organizational Effectiveness

Perceived organizational effectiveness can be defined as the "subjective evaluation of a school's productivity, adaptability, and flexibility" (Miskel et al., 1983, p.55). Schools are responsible for producing different outcomes and services such as instruction, learning, and extracurricular activities. The actual efficiency, quality, and quantity of those outcomes determine the effectiveness of the organization. Miskel et al. (1983) concluded that "effective schools are perceived to produce products and services in greater quantity and better quality, to show more flexibility, and to exhibit higher adaptability than are less effective organizations" (p.55).

## CHAPTER TWO: REVIEW OF LITERATURE

The primary purpose of this study was to determine the linkages between expectancy work motivation and perceived organizational effectiveness derived from the Parsonian framework. Since most of the research on these linkages was conducted in the 1970s and 1980s, a secondary purpose was to examine the linkages to explore changes over time.

I begin the literature review with a description of how the literature search was conducted. I then present theoretical frameworks followed by a review of pertinent literature. I include the conceptual framework and definitions of the independent and dependent variables in the next section.

### Review of Literature Procedure

My review of the literature involved locating, reading, and evaluating reports of research on variables selected for this study.

#### Secondary Sources

My initial step was to use textbooks and other secondary sources. I found the compilation of material to be helpful in defining and narrowing the scope of the study. I also found the reference lists to be helpful in building a list of journals and authors to be examined as primary sources. The secondary source articles provided needed general backup information.

### Primary Sources

I used the reference lists in the secondary sources to find primary source articles and books. I used a card system to note the findings of the studies. I then compared these results to check for slants or omissions by the secondary sources. I spent several weeks reading the primary source articles.

### Library Search

I conducted manual and computer searches of a variety of indexes including Resources in Education, Current Index to Journals in Education, and Education Index. I used key words which were found in the Thesaurus of ERIC Descriptors.

I also used these key words to conduct a computer search through Education Resources Information Center (ERIC). I then conducted a computer search of Dissertation Abstracts International. Papers presented at annual meetings and other relevant articles were found on microfiche through Education Resources Information Center (ERIC).

### Theoretical Frameworks

#### Organizational Effectiveness

Hoy and Miskel (1991) state that organizations such as schools "are systems comprised of interacting personalities bound together in mutually interdependent relationships" (p.374). Since the early 1960s

behavioral scientists have recognized the relevance of the open-systems perspective (Meyer, 1978; Nadler & Tushman, 1983; Scott, 1987). Employing this view, organizations are envisioned as being dependent upon their environments, not just influenced by them (Samaras, 1993). Organizations can be seen as taking inputs from the environment, transforming them, and producing outputs (Hoy & Miskel, 1991). These open systems have several important traits including feedback, equilibrium, and adaptation (Hoy & Miskel, 1991). Hoy and Miskel define feedback as "information about the system, which enables it to correct itself" (p.41). Equilibrium can be defined as the steady state that an open system tends to move toward in order to survive. An open system reacts to the tendency to run down by adapting to changes in environmental demands.

There must exist a mutual control and exchange mechanism in order for organizations to react to their environments. This mechanism includes such concepts as: homeostasis, which is a "process in which a group of regulators acts to maintain a steady state among the system components" (Hoy & Miskel, 1991, pp.29-30); the feedback loop, which "ensures that a portion of the organization's behavior and the internal and external environments' reactions to that behavior are

filtered back into the system as input" (Hoy & Miskel, 1991, pp.29-30); and equilibrium, which "exists when the social and biological parts of the system maintain a constant relationship to each other so that no part changes its position or relation with respect to all other parts" (Hoy & Miskel, 1991, pp.29-30).

### Two Theoretical Models - Goal and Systems

There are two contemporary theoretical models that are useful in making decisions concerning effectiveness of organizations - the goal model and the systems model (Hoy & Ferguson, 1985). The goal model can be employed to evaluate the effectiveness of an organization by judging the extent to which the organization achieves its goals (Hoy & Ferguson, 1985). This traditional view of effectiveness is a functional rather than a structural concept (Georgopoulos & Tannenbaum, 1957). The goal model defines effectiveness one dimensionally in terms of achievement test scores and overlooks both diffuse goals and the complexity of the education process (Bossert, 1988; Rossman, Corbett, & Firestone, 1988; Johnson, 1991). Defining effectiveness in terms of achievement has been criticized in numerous studies (Cameron, 1978; Edmonds, 1982; Cuban, 1984; Sirotnik, 1985; Stedmon, 1987; Grady, Wayson, & Zirkel, 1989).

The systems model, however, is concerned with the survival and growth of the organization (Etzioni, 1960; Katz & Kahn, 1966; Hoy & Miskel, 1991). The systems model of organizational effectiveness defines effectiveness in terms of the ability of the organization as a natural system to maintain its health within the contexts of its internal and external environment (Grimsley, 1985). The systems model places attention on the production of assets rather than on the achievement of goals. This view of the organization focuses on the organization's ability to compete and secure resources from its environment (Hoy & Ferguson, 1985). Using the systems model, the effectiveness of the organization would be determined by evaluating the internal consistency of the organization, the efficiency in the use of its resources, the success of its coping mechanisms, and its ability to compete with others for resources (Campbell, 1977). The systems model emphasizes the continuous process of exchange of and competition for scarce and valued resources (Hoy & Miskel, 1991). Critics have argued that the systems model of organizational effectiveness has several shortcomings when applied to educational organizations (Kirchhoff, 1977; Scott, 1977; Steers, 1977; Cameron, 1978). The critics suggest that by placing emphasis on inputs, educational outcomes could

be ignored or damaged. Steers (1977) argued that the systems model actually verified the goal concept since it was concerned with inputs rather than outputs (Hoy & Ferguson, 1985) and that the two models were therefore complementary.

#### Synthesis of the Goal and Systems Model

Integration of the goal model and the systems model into a synthesis of the two approaches has been attempted by several theorists including Goodman and Pennings (1977), Steers (1977), and Campbell (1977) (Hoy & Miskel, 1991). The commonality between the two approaches can be found in behavior being described as explicitly or implicitly goal-directed (Steers, 1977; Hoy & Miskel, 1991).

#### Parsonian Framework

It is necessary to study organizational effectiveness by defining the criteria using the general aspects of organization found in the multidimensional definition of organizational effectiveness. Hoy and Ferguson (1985) employ the Parsonian framework (1960) as a guide in selecting the criteria. Talcott Parsons in his book entitled Structure and Process in Modern Societies (1960) suggests that all social systems, including organizations, must perform four functions in order to develop and maintain themselves (Boyd & Crowson, 1981; Hoy & Ferguson, 1985). These four

functions are as follows: (1) adaptation, or accommodating to the environment; (2) goal attainment, or setting and achieving goals; (3) integration, or maintaining solidarity among elements of the system; and (4) latency, or creating and maintaining the integrity of the system's value patterns (Hoy & Miskel, 1991).

Linkages between the above effectiveness criteria and practical activity can be found in a school setting. The adaptability criterion can be discovered in the flexibility and innovativeness of the schools as evidenced by the faculty and administration (Hoy & Ferguson, 1985). For example, adaptability can involve anticipating problems, developing timely solutions, and staying abreast of new educational procedures and equipment (Hoy & Miskel, 1991, p.382). Goal attainment is typically measured in terms of student achievement, but can also include resource acquisition (Hoy & Ferguson, 1985). Integration can be found in the cooperation and collaboration between the faculty and the administration, as well as in the overall school climate (Hoy & Ferguson, 1985). For example, integration can include the social concerns of the school which are employee job satisfaction, interpersonal conflict, student absenteeism, and faculty and staff morale (Hoy & Ferguson, 1985). Latency can



be found in the ability of the school to create and maintain the integrity of the value patterns of the school (Hoy & Miskel, 1991). For example, a school faculty is considered to be high in the latency factor if it possesses the following characteristics: loyalty, a central life interest in school related activities, a sense of identity with the institution, commitment to the organization, and role-norm congruence (Hoy & Miskel, 1991).

#### Work Motivation

Human motivation has been the subject of discussion, study, and concern for many years. The debate can be traced back to Tolman's 1932 work in the field of learning (Miner, 1980). Tolman believed that an individual has ideas about the possible outcomes of his or her behavior and makes conscious choices depending upon his or her preferences among outcomes (Campbell & Pritchard, 1976).

#### The Need Theory

Historically, the need theory has been one of the most useful models of work motivation. Maslow's need hierarchy theory, "one of the most widely used models in the study of human motivation" (Hoy and Miskel, 1991, p.169), was developed based on Maslow's experience as a clinical psychologist. The five basic need levels as described by Maslow are: physiological;

safety and security; belonging, love, and social activities; esteem; and self-actualization and self-fulfillment. The fundamental postulate of Maslow's theory is: "higher-level needs become activated as lower-level needs become satisfied" (Hoy & Miskel, 1991, p.170). An attempt to satisfy the need that is most important at that time motivates the individual's behavior.

The concept of motivation can include such ideas as "drive, need, incentive, reward, reinforcement, goal setting, and expectancy" (Hoy & Miskel, 1991, p.168). Motivation definitions typically suggest that motivation consists of three factors that "activate, direct, and sustain human behavior" (Steers & Porter, 1979). Steers and Porter describe activating forces as those that "exist within the individual, leading people to behave in certain ways"; directing forces are those that provide "goal orientation"; and sustaining forces are those where the "surrounding environment...reinforces the intensity and direction of individual drives or forces" (pp.27-28).

#### Intrinsic and Extrinsic Rewards

Incentives which are rewards received by the individual in return for being productive members of the organization can be described as intrinsic or extrinsic. Miskel (1982) defines extrinsic incentives

as "incentives provided by the organization or other people" (p.191) and intrinsic incentives as those "mediated within the individual and that the individual grants himself or herself" (p.191). The individual is in direct control of intrinsic incentives but not the extrinsic ones. Hoy and Miskel (1991) suggest that intrinsic rewards such as the strength and quality of satisfaction that can be derived from high teaching performance hold greater potential for motivating teachers than extrinsic rewards. In spite of the controversy that exists over the relationship between intrinsic and extrinsic motivation, most research suggests intrinsic and extrinsic rewards are both effective methods for starting and maintaining behavior (Guzzo, 1979).

Due to the different philosophical positions "regarding the nature of human beings and what is known about them" it is difficult to define motivation (Hoy & Miskel, 1991, p.168). However, theories are currently gaining interest which view motivation as a cognitive process. At the most abstract level, Vroom (1964) defined motivation as "a process governing individual choices among different forms of voluntary activities" (p.6). Campbell, Dunnette, and Lawler (1970) suggested that "motivation involves the direction of behavior,

the strength of response, and the persistence of the behavior" (p.340).

### Cognitive Process Theories

The models that take into account that people think about things that happen to them and have expectations about what might happen if they follow a particular course of action are labeled cognitive models of motivation (Campbell & Pritchard, 1976). Most of the current cognitive models are derived from the work of Tolman (1932) and Lewin (1938). These works suggest that humans have expectancies about the outcomes as a result of their actions and have preferences among the outcomes. The work of Tolman and Lewin gave rise to three models of human behavior in organizations: a model of human decision making; the theory of need achievement; and Vroom's expectancy-valence theory of work motivation. Since I employ the expectancy model to examine work motivation, in this study I concentrate the review on Vroom's theory of work motivation which consists of the sub-constructs: expectancy, instrumentality, and valence.

### Vroom's Expectancy Theory

With the publication of Pygmalion in the Classroom in 1968, Rosenthal and Jacobson opened the discussion of expectancy as a determinant of educational outcomes

(Miskel et al., 1983). In spite of the criticisms, this book served as a catalyst for high levels of research activity that resulted in the acknowledgment of the existence of expectancy effects (Miskel et al., 1983). In his book, entitled Work and Motivation (1964), Vroom was the first to link expectancy theory to organizational behavior (Miskel et al., 1983).

Tolman's work (1932) gave rise to Vroom's expectancy theory of work motivation. In his book Vroom (1964) stated that "the behavior of all individuals was rationally determined by the perceived likelihoods and desirabilities of outcomes associated with various behaviors" (Miller & Grush, 1988, p.108). Vroom's original model was given as:

$$\text{Force of Motivation} = \text{Expectancy} \times \text{Valence}$$

The force on a person to exert a given amount of effort in performance of his job is a monotonically increasing function of the algebraic sum of the products of the valences of different levels of performance and his expectancies that this amount of effort will be followed by their attainment (Vroom, 1964, p.284).

#### Extensions of Vroom's Expectancy Theory

Vroom's expectancy theory went through conceptual refinements by Galbraith and Cummings(1967), Porter and Lawler(1968), Graen(1969), Lawler(1971), and Lawler and Suttle(1973) (Campbell & Pritchard, 1976). For example, Galbraith and Cummings made major contributions by developing several of Vroom's ideas (Miner, 1980).

Galbraith and Cummings added into the total valence of an outcome "a valence figure representing the internalized or intrinsic motivation involved" (Miner, 1980, p.137-138).

The Porter and Lawler (1968) model drew heavily on the Vroom model but examined performance as a whole not just as a motivational force. Graen (1969) added the dimension of feedback concepts by including the idea of work role.

### Expectancy Theory

Expectancy theory encompasses a complex view of individuals in an organization. The two assumptions of the expectancy theory as related to the behavior of the individual in an organization are as follows: first, individuals make decisions about their own behavior in the organization based upon their skills in thinking, reasoning, and anticipating future events; and second, individual attitudes and values combine with environmental factors to determine behavior (Hoy & Miskel, 1991). Since individual behavior must be focused toward something, the environment must "reinforce" the intensity and direction of the individual's behavior in order to "maintain and sustain" this behavior (Hoy & Miskel, 1991).

Although there are several variations of the expectancy model, most conceptualizations include the

concepts of expectancy, valence, and instrumentality. For example, expectancy is high if a teacher feels that high effort on the teacher's part will result in high student achievement and positive attitudes (Miskel et al., 1983). Valence is defined as "the desirability of a reward for an individual" (Miskel, et al., 1983). For example, valence is high where the rewards are goals that the teacher prizes (Miskel et al., 1983, p.54). Instrumentality is defined as "the perceived probability that a reward with valence will be forthcoming after a given level of performance" (Miskel et al., 1983, p.54). For example, instrumentality is high when a teacher expects public recognition if student achievement is high (Hoy & Miskel, 1991). Therefore, the basic tenet of the expectancy motivation theory is that the "force of motivation is a product of expectancy, valence, and instrumentality" (Miskel et al., 1983, p.54). Therefore, teacher expectations about personal rewards and student learning and behavior are important aspects in determining how teachers and students act and how they view the effectiveness of the school (Miskel et al., 1983).

#### Review of Organizational Effectiveness Literature

For over one hundred years, organizational effectiveness has been debated by writers in both

private and public sectors of basically every type of organization (Hoy & Miskel, 1991). There have been almost as many definitions offered for organizational effectiveness as indicators for identifying organizational effectiveness. Due to the competitive nature of organizations and the public's desire for accountability and excellence, the controversy has not abated.

Cohen (1987) suggested that the demand for organizational effectiveness as related to schools has become a national habit. Hoy and Miskel (1991) suggested that little has been done to define organizational effectiveness in schools or to decide how to measure the concept. Hall (1980) stated that no matter how controversial the debate, organizational effectiveness is still the most important school concept to consider and research. Hoy and Miskel (1991) suggested that deciding on the criteria and indicators of organizational effectiveness has been the stumbling block of numerous researchers.

Selecting the dimensions necessary to define organizational effectiveness is a formidable task. Campbell (1977) identified 30 indicators of organizational effectiveness. Steers (1975) discovered 15 indicators in 17 studies.



The following section is a review of the research and literature on the four dimensions of organizational effectiveness defined by Parsons (1960). A review of perceived organizational effectiveness follows this discussion. The next section contains the literature review of the independent variable, work motivation which is followed by literature reviews of middle schools, community type of school, school size, and socioeconomic status of schools.

#### Adaptability

Hoy and Miskel (1991) define adaptability in schools as "the ability of the professional educators and other decision makers to sense forces of change and to initiate new policies and practices for emergent demands" (p.384). Steers (1975) found that adaptability along with the related constructs of flexibility and innovation are used most often by researchers "as effectiveness measures" (p.547). Ford and Baucus (1987) found that decision makers in schools are expected to adapt to meet the demands of the situation. Hoy and Miskel (1991) suggest that teachers and administrators often stay with what is working instead of attempting innovative practices. Ratsoy, Babcock, and Caldwell (1978) found in a study conducted in a university setting that the schools were ready to adapt. Pierce and Delberg (1977) found that intrinsic

motivation was positively related to adaptability. These findings were supported by Angle and Perry (1981) who found that employee commitment was positively related to adaptability.

#### Goal Attainment

Often parents, students, the school community, policymakers, and scholars define organizational effectiveness in terms of test scores. Hoy and Ferguson (1985) suggest that defining student achievement as standardized tests overlooks achievement in terms of creativity, motivation, and self-confidence. Hanushek (1978) and Madaus, Airasian, and Kellaghan (1980) concur, arguing that test scores are often viewed as having intrinsic value and are easier to measure than noncognitive concepts of achievement.

Lau (1978) and Hanushek (1978) agree that effectiveness is often measured in terms of outputs and that test scores are available measures of those outputs. This concept of effectiveness ignores the input popularized by the Coleman Report produced by James S. Coleman and associates in 1966. This report found that controlling for home environment, schools made little difference in the achievement of students. Hanushek (1989) concluded that the way money was distributed in schools had little impact on student learning.

Shanker (1989) attempted to explain Hanushek's (1989) findings by arguing that student performance was being defined by student achievement on standardized tests. Shanker concluded that money and other resources do matter in education but education requires fundamental changes in the way that it is organized and functions. Hoy and Miskel (1991) concluded that "student achievement on standardized tests is but one indicator of organizational effectiveness" (p.388). Hoy and Ferguson (1985) stated that in spite of its limitations and narrowness, student achievement on standardized tests "remains one important goal in virtually all schools" (p.123). Mott (1972) found that employee perception of goal attainment accurately measured goal achievement in schools.

#### Integration

The job satisfaction or sense of accomplishment of the faculty is often employed as an indicator of the integration criterion (Miskel, 1982; Hoy & Miskel, 1991). Job satisfaction is considered to be a legitimate criterion of performance (Miskel, Fevurly, & Stewart, 1979). Holdaway (1978) agrees that job satisfaction should be seen as an outcome not a determinant.

The formal study of job satisfaction began with the Hawthorne Studies in the 1930s (Hoy & Miskel, 1991).

From early efforts to define job satisfaction by Hoppock (1935) and Locke (1969), the difficulty encountered has been the amount of theoretical knowledge available on the subject in spite of Locke's (1976) statement that there had been 3,350 related articles. From Hoppock's early study to the study by Fuller and Miskel (1972), the percentage of dissatisfied teachers was found to remain constant at about ten. Miskel and Ogawa (1988) suggested that many teachers were reluctant to admit that they were dissatisfied with their jobs since they felt "that they should derive satisfaction from working with children" (p.287).

Expectancy motivation was found to be highly correlated to job satisfaction in studies conducted in the 1970s and 1980s (Mitchell, 1974; Mitchell, 1979; Miskel, DeFrain, & Wilcox, 1980; Miskel et al., 1983; Miskel & Ogawa, 1988). Miskel, Fevurly, and Stewart (1979) add that job clarification and equal application of school policy contributed to job satisfaction.

#### Latency

Latency, which involves the creation and maintenance of the integrity of the value system of the school, can be measured in central life interests of the faculty (Hoy & Miskel, 1991). Hoy and Miskel define central life interests as "a set of attitudes that specifies

the preferences of individuals for doing favored activities in chosen settings" (p.397).

Research indicates that structural and personal variables in the school greatly impact on the central life interests of teachers (Miskel & Gerhardt, 1974; Miskel, Glasnapp, & Hatley, 1975; Miskel, DeFrain, & Wilcox, 1980; Hoy & Miskel, 1991). Lortie (1975) suggests that few school districts afford teachers the opportunity to receive higher rewards if they possess high central life interests in teaching. Lortie concluded that the strongest commitment came from older, single teachers. Cusick (1981) found that most teachers in his study regarded teaching as their sole occupation.

#### Perceived Organizational Effectiveness

Mott (1972) formulated a model for organizational effectiveness which included the elements: "quantity and quality of products, efficiency, adaptability, and flexibility" (Hoy & Miskel, 1991). Schools are perceived to be effective if they have students who achieve academically and have positive attitudes about school, and adapt to meet the needs of the school community. Mott (1972) concluded that organizations are perceived to be effective if they demonstrate efficient use of resources and if problems concerning communication and coordination are dealt with

immediately and fairly. O'Reilly and Roberts (1977) support Mott's findings.

#### Summary of Organizational Effectiveness Literature

The literature review suggests that organizational effectiveness is a multidimensional concept which should be examined in order to gain a better understanding of schools as complex organizations. The model employed in this study is Parson's framework which maintains that four functions are necessary for organizational growth and survival: adaptation, goal attainment, integration, and latency. Findings also indicate that teachers' perceptions of organizational effectiveness are strongly related to other measures of effectiveness (Mott, 1972).

#### Review of Work Motivation Literature

Due to continued criticism of public education, teacher motivation has continued to be an issue of intense interest. In spite of this interest, literature in this area is limited in quality and quantity. The literature found is based chiefly on the human behavior theories of Maslow and Herzberg (Miskel & Ogawa, 1988).

The public and policymakers often believe that the perceived weaknesses found in public schooling could be eliminated by employing extrinsically-based incentive programs, such as merit pay and career ladders (Kottkamp & Mulhern, 1987). Teachers and educational

scholars do not believe this to be true (Metropolitan Life Insurance, 1984; Gallup, 1985). Nevertheless, work motivation of teachers remains open for debate on both practical and theoretical grounds (Kottkamp & Mulhern, 1987). The following is a presentation of pertinent literature concerning the importance of teacher work motivation. Work motivation will be discussed as derived from the expectancy theory.

Roesenthal and Jacobson (1968) found expectancy to be a determinant of educational outcomes. In spite of the fact that their results were criticized for a variety of methodological weaknesses, the work by Rosenthal and Jacobson spurred high levels of research activity that established the existence of expectancy effects (Braun, 1976; Cooper, 1979).

Herrick (1973) found strong correlations between expectancy motivation and school centralization and stratification. Herrick concluded that the schools with high levels of centralization and stratification would employ teachers with low levels of expectancy motivation. The force of motivation was also found to be positively correlated to both job satisfaction and performance across a variety of settings (Mitchell, 1974; Campbell & Pritchard, 1976; Heneman & Schwab, 1978; Miskel, DeFrain, & Wilcox, 1980).

Miskel, DeFrain, and Wilcox (1980) also found the force of motivation to be significantly related to perceived performance. Miskel and Ogawa (1988) state that similar findings were reported by Zaremba (1978), Oades (1983), and Lincoln, Graham, and Lane (1983). In her dissertation, Graham (1980) found that, among college students, expectancy theory could be employed to predict satisfaction, participation in activities, and achievement.

Miskel and Ogawa (1988) found that motivational force was positively related to effectiveness indicators. These findings support the results of Miskel (1982). Miskel's study of elementary and high school students concluded that expectancy climate was significantly correlated to perceived adaptation, perceived goal attainment, job satisfaction, and student attitudes toward school.

Peters (1977) suggested that support could be found for each link of the expectancy model with variables related to expenditure of effort. Instrumentality was found to be more highly correlated to performance than was the total force of motivation (Miskel, Bloom, & McDonald, 1980). Williams (1993), in his dissertation, found a significant positive relationship between force of motivation and teacher performance.



Expectancy motivation was found to be consistently related to teacher job satisfaction, student and teacher attitudes toward school, and overall perceived school effectiveness (Miskel et al., 1983). Hoy and Miskel (1991) found the expectancy model to be an excellent predictor of job satisfaction. Their study also indicated that the expectancy model was useful in predicting performance. However, the strength of the relationship was not as strong as the relationship between expectancy and job satisfaction. Hoy and Miskel (1991) conclude that they "believe that expectancy theory can make valuable contributions both to the practice and study of educational administration" (p.185).

#### Summary of Work Motivation Literature

The review of the literature of the research based on expectancy motivation indicates positive correlations between force of motivation and both job satisfaction and performance. However, the strength of the relationships have not been found to be strong. Overall, most research indicates that people will display a high level of effort when they believe that high effort will result in positive outcomes and rewards from the organization.

### Review of Middle School Literature

The first junior high schools were introduced in the first decade of the twentieth century. They were originally designed to prevent dropouts and prepare students for the job market (Cuban, 1992).

The junior high schools soon resembled miniature high schools in terms of curriculum, instruction, organization, teacher attitudes toward subject matter, and extracurricular activities. The public started demanding reform of the junior highs almost immediately after their inception.

Education became a topic of national concern in the late 1950s with the launch of Sputnik I. The public demanded educational reform due to the fact that Russia had taken the lead in technology. This had considerable impact on middle level education. Middle schools were forced to include algebra, foreign languages, and science labs in their curricula (Capelluti & Stokes, 1991). Middle level education was greatly affected by the enormous increase in middle schools including the grades six through eight. Alexander and McEwin (1989) reported an increase of 160% in these schools between 1970-71 and 1986-87. Unfortunately, program development did not keep pace with grade reorganization (Capelluti & Stokes, 1991).

The middle schools were created in the 1960s to be sensitive to the needs of early adolescents. The middle schools were designed to be places where ten to 14 year old students could learn in ways suited to their growth spurts and marked diversity of their age groups. These schools were supposedly designed to allow the adolescents to make a smooth transition from elementary to high school. Cuban (1992) stated that the middle schools were designed to build the self-esteem of the students while nourishing their talents.

Constant and dramatic physical, social, and intellectual changes occur for ten to 14 year old middle school students (Manning, 1993). In spite of the diversity in their development, levels of maturity, behavior, and self-esteem most middle school students have concerns about the normalcy of their development. Educators must recognize the importance of developing appropriate teaching and learning practices designed to meet these special needs. Understanding the changes and concerns of middle school students is necessary for middle school teachers. The uniqueness of the middle school students forces the middle school teachers to assume roles and responsibilities beyond that of the typical classroom teacher. Middle school teachers must demonstrate abilities that reveal special

understandings, skills, and attitudes that are necessary to work with these students in constant change (Kohut, 1988).

Arhar and Kromley (1993) found that during the middle school years, the adolescents are especially vulnerable to feelings of alienation. During these years as the adolescents attempt to develop their own identities, they often withdraw from their parents and search for support from their peers and others. The results of the study by Arhar and Kromley (1993) also indicate that alienation often leads to school problems, such as, school violence, vandalism, absenteeism, poor achievement, and withdrawal from school. The results of this study appear to indicate that the major factors leading to poor middle school performance and high dropout rates are that students believe that no one cares about them; that school is boring because teachers do not engage them in interesting work; and that there is a lack of connection between students and teachers. It seems that the teachers and students spend a lot of time together but the relationships remain formal and surface level. Organizational structures, such as departmentalization, forces the students to move from teacher to teacher throughout the day, preventing the students from bonding with individual teachers (Arhar & Kromrey, 1993).

The curriculum for the middle school student appears to emphasize drill and practice in language basics, passive learning and teaching rather than learning strategies (Cuban, 1992). There is constant discussion about reforming middle schools, but Cuban (1992) suggests that much of the talk has been only policy talk. Little has changed in the schools but the formal names on the buildings and the vocabulary of the educators. Cuban (1992) concludes that unfortunately the middle schools strongly resemble the junior high schools that they were supposed to replace.

Olsen (1993) suggests that when developing a curriculum appropriate for adolescents it is important to base the curriculum on similarities of human learning at different ages, as well as the uniqueness of the adolescent. Bean (1992), in his examination of the relationship between creativity and self-esteem, found relevance in building a classroom and school environment to develop activities to enhance creativity and self-esteem at the same time. Bean (1992) recognizes the uniqueness of middle school students and the need to develop the creative potential of these students by employing classroom organization, teaching methods, and curriculum.

In order to improve middle schools, Arhar and Kromrey (1993) suggest that middle school students must see schools as places for mastery and learning and thus as a worthy place in which to invest their time and energy. The authors also suggest that students must see themselves as valuable members of the school community. Arhar and Kromrey (1993) describe this condition as school membership or social bonding. The authors state that the bonding occurs when the students make cognitive, affective, and behavioral connections to the schools. Unfortunately, the results of their report suggest that middle school students see their schools as aimless, arbitrary, unequal, and full of humiliation and ridicule.

Epstein (1989) lists suggestions for practices that she believes should be adopted by middle schools:

1. Flexible scheduling would allow class periods to differ from day to day to accommodate student needs and vary instructional activities.
2. Through innovative curricular and instructional techniques the schools could offer exploratory courses, assign independent projects in all subjects, and include cooperative learning.
3. The schools could increase the use of interdisciplinary teams of teachers and decrease

the use of departments with chairpersons. The schools could also assign students to the same homeroom or advisory teacher for all of their years in middle schools.

Due to the uniqueness of the middle school teachers and their students, I decided to focus this study on middle schools which include the grades six through eight.

#### Review of School Community Type Literature

Demands for educational reform has focused attention on community type of the school. Since suburban schools have relatively few problems in the areas of academic achievement, discipline, and teacher quality, the focus of most of the educational reform literature is on urban and rural schools (Lomotey & Swanson, 1989). Sweeney (1992) in his study in English and American schools found that school climate, school size, and community type made a difference in the outcomes in schools.

Fowler and Walberg (1991) concur with other experts in that large school size had a negative effect on achievement in both urban and rural schools. Community type of school was found to affect the decision making process in a study of schools in the Midwest (Hirsberg & Wells, 1994). Due to the size of the large urban

schools, educational reform in these schools is difficult to enact (Lomotey & Swanson, 1989).

Small rural schools have been criticized for their limited ability to provide new curriculum. Research has also found that rural schools of any size are often unable to provide strong administrative leadership, to set high goals for their students, to monitor academic progress of the students, or to give the necessary attention to the poor African-American or Hispanic populations (Lomotey & Swanson, 1989). However, experts tend to favor smaller rural schools over larger urban schools due to the sense of community and belonging found in the rural schools.

#### Review of School Size Literature

In one of the earliest studies on school size, Kiesling (1968) found a negative relationship between achievement tests and school size while controlling for SES. Franklin and Crone (1992) state that research contradicts the belief that the larger school is better. These researchers found that small, low SES schools produce significantly higher achievement scores than larger, low SES schools. However, school size generally shows no relationship to tests results (Franklin & Crone, 1992). In Louisiana, the results of the research by Franklin and Crone (1992) suggest that large schools



are not educationally effective for economically deprived students.

Consolidation of small schools into one large mega-school has been a popular trend, but often consolidation has been found to result in low achievement and poor parent, staff, and student morale (Walberg & Fowler, 1987). Large consolidated schools appear to save neither money nor improve educational quality. Young (1994) in a study of large schools found that the problems with large schools were increased cost and taxes, decreased enrollment, loss of interschool competitiveness, leveling down of curriculum, decline in support for public education, decreased public satisfaction, and labor and contractual difficulties.

In a study of large public schools, Conway (1994) found that the large schools attempt to serve a widely diverse population that rarely comes together to develop local educational goals. Conway (1994) also found that the large public schools are held accountable to school districts or state goals thus sacrificing positive school climate and educational reform for cost effectiveness. Lomotey and Swanson (1989) concur in that the larger the school, the more difficult it is to establish clear, consensual goals, to build positive relationships among teachers and students,

and to encourage student participation in school related activities. School size has also been found to be negatively correlated to educational outcomes (Walberg & Fowler, 1987). In a study by Pittman and Haughwout (1987), the results indicated that large schools adversely affect school climate and student ability to identify with school and school activities.

Epstein (1989) found that communities spend money to build new high schools and put middle school students in old, large high schools, so the middle schools tend to be large due to the size of the buildings. In spite of the large facilities, Epstein (1989) found ways to create small houses or teams within the large schools. Epstein (1989) suggests that the middle schools should create responsive environments in order to provide students with the care, support, and challenging programs needed to increase the learning of middle school students. Epstein (1989) also found that grade level enrollment, even more than school size affects how students are grouped for instruction. By grouping students into houses, teams, or clusters the size of the school was found to have little impact on the quality of instruction or success of middle school students (Epstein, 1989). However, most schools do not use these schools within schools, so size continues to be a problem.

Karen Stephens (1995) in her study of school size found that small schools provide less institutional atmosphere, less unified commitment to philosophy and goals, less training beyond the basics, less flexibility and spontaneity, more individualized attention, more quality control and supervision, and greater parental involvement. Arhar and Kromrey (1993) found that building school membership is more easily achieved in smaller schools which allow teachers to personalize their relations with students. Small schools have been found to promote more emotional support and greater participation by students (Lomotey & Swanson, 1989).

In a study of Hawaiian elementary and middle schools, Thompson (1994) found that smaller schools may have higher costs but offset these costs with better achievement in math and reading. In a study exploring British student attitudes to school size it was found that the students attending small schools showed more positive attitudes than those attending large schools (Francis, 1992).

Luyten (1994) studied the relationship between school size and achievement in Dutch, Swedish, and American schools. He found little empirical evidence for the existence of school size effects on achievement in any of the three countries, possibly because school size and curriculum comprehensiveness are not strongly

related in these countries. Fowler and Walberg (1991) found that school size had a positive effect on student achievement, extra-curricular participation, student satisfaction, and attendance, while large school size had a negative effect on the same variables.

In spite of these debates concerning school size, there has been relatively little research conducted on the impact of school size on middle school students or teachers.

#### Review of School Socioeconomic Status Literature

Proxies for the variable socioeconomic status (SES) include parental income, education, and occupational indexes, home, neighborhood, and census tract data. In this study the free lunch count in each school will serve as the proxy for SES.

For the past 25 years, the single most important predictor of academic achievement in public schools has been student SES (Walberg & Fowler, 1987; Franklin & Crone, 1992; Makedon, 1992). The socioeconomic status of students appears to have a much more significant impact on student outcomes than does school size (Franklin & Crone, 1992).

Arhar and Kromrey (1993) found that in high SES schools, student gender, race, student SES, family structure, and school organization was not significantly related to bonding to peers, teachers, or schools.

However, in low SES schools there was a significant relationship between student gender, racial group, and student organization and student bonding. The results of the study suggests that interdisciplinary teaming appears to have the strongest impact on student-teacher relationships in low SES schools (Arhar & Kromrey, 1993).

Walberg and Fowler (1987) examined 20 studies with 620 correlations between SES and academic achievement. Almost all 620 correlations were positive. The median correlation was 0.73 which suggests that 53% of the variance in achievement is associated with SES disregarding financial and educational factors. The results of this study also indicated that high SES districts spend more on their students than low SES districts. Therefore, Walberg and Fowler (1987) concluded that SES was a powerful and positive predictor of achievement. Howley (1989) found that small schools provide substantial benefits to low SES students.

In a study of low SES schools, Peng and Lee (1993) found that the children in the low SES schools perform poorly on achievement tests, have higher dropout rates, and are not receiving the attention they require in order to succeed. The results of the study by Peng and Lee (1993) appear to suggest that low SES students need more qualified, experienced teachers, especially

teachers with positive attitudes toward students. Peng and Lee (1993) conclude that in low SES schools, emphasis must be placed on improved safety and discipline, teacher improvement, improved student attendance and classroom behaviors, improved communication with parents including support to parents in teaching students how to behave correctly.

### Conceptual Framework

#### Expectancy Linkages

Expectancy has historically been incorporated in cognitive approaches to motivation and can be used to explain teacher behavior. If teachers have high forces of motivation then they are more likely to initiate new curricula and techniques based on teacher expectations that high efforts and new technologies will improve performance levels (Miskel et al., 1983). The literature review on work motivation supports these findings.

The theoretical framework and literature review of the variables work motivation and perceived organizational effectiveness generate a model for human behavior. The teacher displays a high force of motivation which results in an observable level of effort by the teacher. This effort can be in the form of incorporating new techniques or curricula into the lessons. This effort (expectancy) serves as feedback

to the force of motivation. The teacher believes that this effort will result in a certain level of performance. This improved performance can be perceived as increasing the overall organizational effectiveness and goal attainment of the school. This improved performance can be in the form of improved organizational effectiveness, increased student learning, improved student attitudes about school, and overall increased student performance. These performance indicators must be evaluated by the individual as to their merit. There are other factors, such as teacher ability, school climate, and administrative support which also affect the performance. These other factors are not included as variables in this study but could be included in future studies. The instrumentality (organizational effectiveness in the form of increased student performance) is perceived by the teacher as a positive reward (valence). These outcomes, such as public recognition and job satisfaction, can be either intrinsic or extrinsic. The outcomes are evaluated by the teacher as desirable or undesirable. These rewards (valences) also serve as feedback to the force of motivation. Therefore, the force of motivation is the product of expectancy, instrumentality, and valence.

### Expectancy - Perceived Overall Organizational Effectiveness

Humans justify their behavior in order to make their behavior meaningful or explainable. Acceptable justifications can increase the behavior probability. In schools, teachers justify expectancy linkages by associating them with positive outcomes or rewards. High force of motivation actions, such as introducing innovative techniques and curricula, communicating with other teachers, spending extra time with students, and attending curricula workshops, call for teachers to justify these high effort levels. These actions are perceived by teachers to improve the quality and quantity of products, increase adaptability and flexibility, and improve the efficiency of the organization. Since effective schools produce higher student achievement, employ satisfied teachers, and adapt to meet emergent demands, teachers perceive that their high levels of effort are positively related to overall organizational effectiveness.

#### Defining the Variables

##### Independent Variables

In this study, the independent variables are work motivation based on the expectancy model which includes the concepts of expectancy, valence, and instrumentality and the school characteristics of community type, size of school, and socio-economic



status of the school. The school characteristics are described in the quantitative research design section of this study.

Expectancy is defined in this study as the "subjective probability between behavior and performance levels" (Miskel et al., 1983, p.54). Valence is defined as "the desirability of a reward for an individual" (Miskel et al., 1983, p.54). Instrumentality is defined as "the perceived probability that a reward with valence will be forthcoming after a given level of performance" (Miskel et al., 1983, p.54). Therefore, the basic tenet of the expectancy motivation theory is that the "force of motivation is a product of expectancy, valence, and instrumentality" (Miskel et al., 1983, p.54). Therefore, teacher expectations about personal rewards and learning and behavior are important aspects in determining how teachers and students act and how they view the effectiveness of the school (Miskel et al., 1983, p.54).

#### Dependent Variable

In this study I examine organizational effectiveness as perceived by teachers as the dependent variable. Talcott Parsons in his book entitled Structure and Process in Modern Societies (1960) suggested that all social systems, including organizations, must perform four functions in order

to develop and maintain themselves (Boyd & Crowson, 1981; Hoy & Ferguson, 1985). These four functions are: adaptation, or accommodating to the environment; goal attainment, or setting and achieving goals; integration, or maintaining solidarity among elements of the system; and latency, or creating and maintaining the integrity of the system's value patterns (Hoy & Miskel, 1991).

Introducing innovative techniques and curricula, communicating with other teachers, spending extra time with students, attending curricula workshops are perceived by teachers to improve the quantity and quality of products, increase adaptability and flexibility, and improve the efficiency of the organization. Since effective schools produce higher student achievement, employ satisfied teachers, and adapt to meet emergent demands, teachers perceive that the organization is more effective.

### CHAPTER THREE: METHODOLOGY

Work motivation and organizational effectiveness are accepted by educators and others to be complex constructs. Since these concepts are not easily defined or understood, additional research is required to explore their relationships. The purpose of this study was to examine the relationship between teacher work motivation and perceived organizational effectiveness. Since much of the literature that exists linking these concepts was conducted in the 1970s and 1980s it is important to examine the linkages to explore changes over time. Also few previous studies were conducted in middle schools, with most studies concentrating on elementary and high schools. In this study I examine this linkage in middle schools using the school and the individual teacher as the unit of analyses.

#### Research Design

Educational research has historically been based on the conventional, traditional, positivistic, or quantitative approach derived from the behavioral and psychological sciences. Employing the quantitative model based on deductive logic, researchers deduce what they think will happen in a specific incident and test the deduction using a null hypothesis. Using the quantitative method, researchers verify the theory-producing results. The quantitative data

provides breadth to the study but lacks an in-depth description of possible outlier cases. Quantitative methods are employed in order to obtain the perceptions of a large number of people on a limited set of questions. Quantitative data allows for comparison and statistical analysis which generates a broad, generalizable set of findings (Patton, 1990).

Since the 1970s another model has received considerable attention from researchers. This model, the post-positivistic or qualitative approach to research was developed based on naturalistic inquiry. The qualitative approach provides the in-depth, detailed data necessary to investigate outlier cases through the use of observations and interviews. Patton (1990) suggests that the qualitative method increases understanding of a much smaller number of cases and situations. The generalizability of findings in qualitative research is reduced.

Triangulation, which is the combination of methods or data, can be employed in order to strengthen the results of a study. Patton (1990) cites Denzin's (1978) four basic types of triangulation: (1) data triangulation, which is the use of a variety of data sources in a study; (2) investigator triangulation, which is the use of several different researchers or evaluators; (3) theory triangulation, which is the

use of multiple perspectives to interpret a single set of data; and (4) methodological triangulation, which is the use of multiple methods to study a single problem.

In this study I employed methodological triangulation. Using two methods (qualitative and quantitative) strengthens the study and adds validity to the findings. The resulting study is both broad (quantitative) and detailed (qualitative).

#### Quantitative Research Design

The quantitative portion of the study is based on the correlational research framework. In correlational studies researchers attempt to look for relationships (Borg & Gall, 1989). Correlational studies can be described as either predictive or relationship studies. Borg (1987) states that relationship studies can be used to "gain a better understanding of factors that contribute to make up a more complex characteristic" (p.191). Since I explored the possible relationships of work motivation and school characteristics with perceived organizational effectiveness, in this study I conducted a relationship study. The multivariate technique of multiple regression was used since this study had multiple independent variables and one dependent variable.

The quantitative section of this study was developed to address the following questions:

1. Is there a relationship between the work motivation in middle schools and organizational effectiveness as perceived by the teachers in those schools?
2. Is there a relationship between the community type of middle schools and the organizational effectiveness as perceived by the teachers in those schools?
3. Is there a relationship between the size of middle schools and the organizational effectiveness as perceived by the teachers in those schools?
4. Is there a relationship between the socioeconomic status of middle schools and the organizational effectiveness as perceived by the teachers in those schools?

Work motivation of teachers and the school characteristics of community type, the size of the school, and the socioeconomic status of the school (SES) were the independent variables in this study. The data for the independent variable, work motivation, was collected by employing the instrument, Expectancy Climate Level (Miskel, Bloom, & McDonald, 1980). The community type was categorized as: rural, an area

with 2,500 or fewer residents; a town, an area with at least 2,500 residents and not contiguous to any city or urban area; a city, an area with at least 25,000 residents and not a metropolitan core city or urban fringe area; an urban fringe, an area with at least 2,500 residents and is a closely settled area contiguous to a metropolitan core city; or a metropolitan core city, which is an area with at least 25,000 residents and is a social and economic hub area (Louisiana Department of Education, 1995a). The size of the school enrollment was obtained from the Louisiana School Directory (1995b). The following categories were used in this study: less than 250, 250-499, 500-749, 750-999, or 1000 or greater (Norton, 1995).

In this study the SES variable was measured by the percentage of free lunch in each school according to the April 1995 free lunch count obtained from the Bureau of School Accountability at the Louisiana Department of Education. The exact April free lunch count percentage was used to measure the SES variable.

Perceived organizational effectiveness is the dependent variable in this study. The data was collected by using the instrument, Index of Perceived Organizational Effectiveness (Mott, 1972; Miskel, Fevurly, & Stewart, 1979). I used the school and the

individual teacher as units of analysis. The data was collected from middle school teachers.

### Qualitative Research Design

The qualitative portion of this study included observations and interviews conducted in four Louisiana middle schools with a minimum of three day visits to each school. The four schools were selected based on the community type of the middle school, described in quantitative research design section of this study and the force of motivation scores obtained in the quantitative results of this study. The field work conducted in the four selected middle schools included in-depth data collection through the use of observations and interviews. I also used document analysis when school documents were available to me. I searched for emerging themes without selecting predetermined categories.

Each middle school was selected based on the school characteristic, community type and the average force of motivation of the middle school teachers in each school. Every effort was made to include cross sections of the included variables in order to produce results that were dissimilar. Yin (1989) suggests the use of multiple cases when conducting case studies in order to add strength and robustness to the findings.



### Observations

Patton (1990) states that observations can be used to describe situation, the activities, the people, and the meanings in the setting being observed from the perspective of those being observed. I assumed the role of observer as participant in order to gain more information and a greater understanding of the setting. While I basically an observer in the schools, I did participate by helping individual students with math problems, walking students to lunch, watching classes while teachers went to the office, and standing on a duty post at recess.

### Interviews

The second set of qualitative data was obtained through the use of interviews. Patton (1990) states that interviewing is a useful tool in order "to find out what is in and on someone else's mind" (p.278). Patton also suggests that open-ended interviews are useful to find the perspectives of persons and to obtain information that could not be directly observed. The qualitative interview questions are listed in Appendix J. The interview questions were developed based on the work motivation variable, the school characteristic variables, and the perception of organizational effectiveness.

### Document Analysis

I examined school handbooks, school newspapers, school rules, curriculum guides, letters sent home to parents, and school goals, objectives, and philosophies to supplement the observation and interview data when available.

### Quantitative Methodology

#### Sampling Techniques

The Louisiana School Directory (1995b) identifies 149 public middle schools in the state of Louisiana. Since eight of these middle schools are labeled as magnet schools, the sample for the quantitative portion of this study was chosen from the 141 non-magnet, public middle schools in Louisiana. Magnet middle schools are not included in this study since the work motivation of teachers in these schools could be different from the work motivation of teachers in regular middle schools due to the uniqueness of the school population.

The quantitative sample for this study was selected by employing a stratified sampling technique. Borg and Gall (1989) state that through the use of stratified sampling, the researcher is assured that "certain subgroups in the population will be represented in the same proportion to their numbers in the population itself" (p. 224). Strata were developed from the school characteristics (community type and size of school)

in order to include middle schools in the sample in the same proportion as they are in the population (See Appendix D).

A stratified sample of 30 Louisiana non-magnet, public middle schools was used in this study. The strata were based on the school characteristics of school size and community type as described in the quantitative research design section of this study (See Appendix E for descriptions of these schools).

The size of the schools in the population of the 141 non-magnet, public middle schools in Louisiana fell into the following categories: less than 250 students, 2 schools or 1%; 250-499 students, 40 schools or 28%; 500-749 students, 49 schools or 35%; 750-999 students, 37 schools or 26%; and 1000 or greater students, 13 schools or 10%. The 30 schools selected by stratified sampling were selected based on the same percentages as the middle schools in the population. Therefore, the selected schools in the sample were divided into the following size of school categories: less than 250 students, no schools; 250-499 students, 8 schools; 500-749 students, 11 schools; 750-999 students, 8 schools; and greater than 1000 students, 3 schools.

The community type of the schools in the population of the 141 non-magnet, public middle schools in

Louisiana fell into the following categories: rural, 38 schools or 27%; town, 24 schools or 17%; city, 14 schools or 10%; urban fringe, 25 schools or 18%; or metropolitan core city, 40 schools or 28%. Therefore, the selected schools in the sample were divided into the following community type categories: rural, 8 schools; town, 5 schools; city, 3 schools; urban fringe, 5 schools; and metropolitan core city, 9 schools.

### Instrumentation

#### Independent Variable - Work Motivation

Work motivation was measured in this study by the instrument, the Expectancy Climate Level (ECL) developed by Miskel, Bloom, and McDonald (1980) to measure overall expectancy (See Appendix C). Work motivation was measured using Likert type items indicating the stance of the school faculty on expectancy, instrumentality, and valence. The five responses range from never to almost always. The categories were given the values of one to five.

This instrument was developed to measure the force of motivation. The expectancy measure is composed of three items that ask about the relationship between effort expenditure and success. A sample item is: "High expenditure of effort equals high performance" (Hoy & Miskel, 1991, p.183). The item content is

identical for the valence and instrumentality scales, but the items are written as importance and probability statements. Eight items were used for each. Four of the items involved student performance and four concerned intrinsic aspects of the job. To calculate the force of motivation, the expectancy score was multiplied by the sum of the cross products for valence and instrumentality items. The scores can range from 24 to 3,000.

#### Independent Variables - School Characteristics

The data for the school characteristics, community type, and SES were collected from the Louisiana Department of Education (1995a). The data for the size of the middle schools was obtained from the Louisiana School Directory (1995b). These school characteristics were described in the quantitative research design section of this study.

#### Dependent Variable - Organizational Effectiveness

To measure the organizational effectiveness in schools, the Index of Perceived Organizational Effectiveness (IPOE) (Mott, 1972; Miskel et al., 1979) was used. The 1979 version of the Mott (1972) IPOE instrument was originally designed to measure organizational effectiveness of businesses and industries. The IPOE is a self report, eight item instrument designed to measure teachers' perceptions

of the extent to which the teachers perceive the school organizations to be effective. The IPOE measures the subconstructs of organizational effectiveness which are: (1) the quality and quantity of products; (2) school organizational efficiency; (3) school organizational flexibility; (4) school organizational adaptability. Each item on the IPOE is rated on a five point scale based on perception of the organizational effectiveness characteristics being measured. The range of the scores is from 5 (low perceived organizational effectiveness) to 40 (high perceived organizational effectiveness).

#### Validity and Reliability

The reported reliability of the Expectancy Climate Level (ECL) used to measure the independent variable, work motivation is .75 (Miskel, 1982). The dependent variable, perceived organizational effectiveness, was measured by the Index of Perceived Organizational Effectiveness. The IPOE, developed to measure overall organizational effectiveness, has established reliability with alpha typically exceeding .90 and stability coefficients over two to three week periods typically reaching .80 or higher (Hoy & Ferguson, 1985).

#### Data Collection

Superintendents of the school districts with middle schools including sixth through eighth grades were

sent a letter explaining the purpose of the study. A copy of the survey instrument was included for the superintendent's review and a return postcard was included, asking for the superintendent's responses to the statements listed below:

\_\_\_\_ Yes, you may send further information to the selected middle school principals in my district seeking their willingness to participate in this study. I also give my permission for you to discuss a three day observation and interview study with the principals.

\_\_\_\_ Please send me a copy of the results of this study.

\_\_\_\_ Please call me to answer further questions I have regarding this study.

\_\_\_\_ No, our middle schools will not participate in this study for the following reason:

Superintendents who did not respond in ten days were sent a follow up letter, another copy of the survey, and another post card. If they still failed to respond to the second request, a follow-up telephone call was made to the superintendent.

After the superintendent's approval was given, each selected middle school principal in that district was sent a packet including a cover letter explaining the purpose of the study and a copy of the survey instrument. Principals were given five days in which

to contact the researcher with questions or to decline to participate in the study. If the researcher was not contacted, a packet of surveys was mailed to the school. The packet included:

1. Directions for administering the survey instrument (with my telephone number).
2. Cover letter, survey, and post card requesting results for each teacher.
3. Addressed/stamped return envelop for teacher responses.

The suggested approach for survey completion was to distribute and collect all teacher instruments at a faculty meeting. Principals were asked to be absent from the meeting while the surveys were completed and collected.

#### Data Analysis

The statistical analysis of the quantitative data in this study involved two steps:

1. The data were analyzed employing descriptive statistics to give a description of the situation under study.
2. The hypotheses were then tested by multiple regression to determine the significance of the findings and possible generalizability of the findings.



### Descriptive Statistics - Means and Standard Deviations

The means and standard deviations for the independent variables (work motivation, community type, size of school, and SES) and the dependent variable (perceived organizational effectiveness) were computed and presented.

### Multivariate correlational statistics

Multivariate techniques allow the researcher to measure and study the degree of relationship among three or more variables. Multiple regression was used in this study to determine the correlation between the predictor independent variables and the criterion or dependent variable. Multiple regression was employed to analyze the data from this correlational study providing estimates both of the magnitude and statistical significance of relationships among the variables (Borg & Gall, 1989). The advantage of using multiple regression is that it allows the researcher to explore simultaneously the relationship of several independent or predictor variables to a dependent or criterion variable (Borg, 1987).

The goal of regression analysis is to account for the maximum amount of variance in the dependent variable with as few independent variables as possible. The first step was to compute the correlation between the best predictor and the criterion variable. This

procedure yielded a multiple correlation coefficient ( $R$ ). The second predictor was then selected based on how well it would improve the prediction made by the first predictor. The two predictor variables together yielded a multiple correlation coefficient. The third predictor was then selected based upon the prediction made by the first two predictors. The number of steps equals the number of independent variables. Since I had four independent variables, I had four steps. The multiple correlation coefficient ( $R$ ) is a measure of the magnitude of relationship between one of the predictor variables or some combination of the predictor variables (Borg & Gall, 1989). The value  $R$  increased in each step. The square of  $R$  is the coefficient of determination, which gave the amount of variance in the dependent variable that was predictable from an independent variable or a combination of independent variables. The change in  $R$  squared or  $R$  squared increment denotes the additional variance in the dependent variable that can be explained by the addition of a new independent variable to the multiple regression analysis (Borg & Gall, 1989).

There are two tests of significance done in multiple regression. The first determines whether the value of  $R$  is significantly different from 0. The

second test is a statistical test for the significance of the R squared increment (Borg & Gall, 1989).

A multiple regression equation linking the predictor and criterion variables can be expressed in this study as:

$$\begin{array}{lcl} \text{Perceived Organizational} & = & \text{Work Motivation} + \text{Size} \\ \text{Effectiveness} & & + \text{Community Type} + \text{SES} \end{array}$$

### Qualitative Methodology

#### Sampling Techniques

Purposeful sampling was employed to find information-rich cases for study in depth (Patton, 1990). The qualitative sample consisted of four schools selected based on the school characteristic, community type, and force of motivation used as predictor variables in this study.

Two middle schools were selected based on their description as metropolitan community type. The two schools were selected with the intent of making them as different as possible in average work motivation of the teachers in each school. One metropolitan school had an average teacher work motivation score of 1365 out of a possible 3000. The second metropolitan school selected had an average teacher work motivation score of 1897. The other two schools selected fit the community type category of non-metropolitan. The first non-metropolitan school selected had an average teacher work motivation score of 1350. The second

non-metropolitan school selected had an average teacher work motivation score of 1953 (See Appendix F for a description of these schools).

The work motivation variable was the focus of the qualitative sample selection due to the widespread interest in and discussion of human work problems, such as absenteeism, militancy, and lack of commitment to work. Steers and Porter (1975) suggest that work motivation should be a point of interest for research due to the following reasons: the need to attract and retain dependable and qualified employees; the nature of the work itself; the need to hire employees to increase the effectiveness and the efficiency of the organization; and the recognition of human resources as long term assets. Miner (1980) explains that understanding the dynamics of employee motivation is important because a knowledge of when people work hard offers the prospect of developing work conditions to maximize productivity.

The observations and interviews were conducted in the four schools selected as described above. Teachers were selected for the interviews based on their score on the work motivation variable. Four teachers had high scores on the work motivation variable, while four teachers had low scores on the work motivation variable. I interviewed at least 8

teachers and observed for at least three days in each school (See Appendix J for the interview questions).

### Instrumentation

Borg and Gall (1989) recognized that "humans are the primary data-gathering instrument" (p.385) in qualitative research. The researcher studies situations as they arise naturally without predetermined expectations. The entire phenomena is studied with the sense that the whole is more than simply the sum of its parts.

### Observation Method - Spradley's DRS

I employed Spradley's (1979) Developmental Research Sequence (DRS) to gain an understanding of each school setting. I asked myself questions before going into each school. The focus of the observations was on the work motivation of the middle school teachers in each school.

Goetz and LeCompte (1984) suggest that the following questions should be asked when performing qualitative data collection:

1. Who is in the group or scene?
2. What is happening here?
3. Where is the group or scene located?
4. When does this group or scene interact?
5. How do they interact with each other?
6. Why does this group operate as it does?

The steps used in Spradley's DRS method of observing are as follows:

1. Select a social scene.
2. Do observations.
3. Make an ethnographic record.
4. Make descriptive observations.
5. Make a domain analysis.
6. Make focused observations.
7. Make taxonomic analysis.
8. Make selective observations.
9. Make componential analysis.
10. Make theme analysis.
11. Take a cultural inventory.
12. Write the ethnography.

The DRS method involves three levels of observations which are descriptive, focused, and selective.

#### Descriptive Observations

I conducted the observations by approaching each school without any specific themes in mind and simply wrote down what was going on in the setting. I described in general what I was observing. I employed two kinds of descriptive observations: grand tour, which are made around space, actors, activities, object, act, event, time, goal, and feeling, and mini tour observations, which deal with a much smaller unit of

experience. After conducting the descriptive observations I conducted a domain analysis in which I attempted to find the cultural domains that were categories of cultural meaning (cover terms) that included smaller categories (included terms). The goal was to discover patterns of culture in the particular school situation.

#### Focused Observations

The focused observations are based on structural questions and are used to check on the accuracy of the domains. A focus refers to a single cultural domain or a few related domains and the relationships of such domains to the rest of the cultural scene. I then conducted a taxonomic analysis in which domains were related to each other. A taxonomy differs from a domain in only one respect: it shows the relationships among all the included terms in a domain.

#### Selective Observations

The selective observations are based on contrast questions which are used to find the differences that exist among the included terms in a domain. I asked myself three kinds of contrast questions: dyadic questions, which asked how two members of a domain were different; triadic questions, which involved looking for similarities and contrasts at the same time; and card-sorting, which contrasted them all

against each other at the same time. Componential analysis which involved the entire process of searching for contrasts, sorting them out, grouping some together as dimensions of contrasts, and entering all of this information onto a paradigm was the next step which I describe more completely in the data analysis section of this study.

#### Interview Method - Patton's Standardized Open-ended Interview

For my study I selected the standardized open ended interview strategy since it was possible for me to interview for only a limited time and to interview each selected teacher only once. I also chose this method since I wanted to have the same information from each person interviewed. The questions in the standardized open-ended interview were written out before the interview. Therefore, the exact wording and order of questions was determined before the first interview (See Appendix J for interview questions). Patton (1990) states that the "purpose of the standardized open-ended interview is to minimize interviewer effects by asking the same question of each respondent" (p.285). This strategy makes data analysis easier and results more comparable. Since I interviewed for only one day, this strategy focused the interview so that interviewee time was not wasted.



### Validity and Reliability

Validity in quantitative research depends on careful instrumentation in order to ensure that the instrument actually measures the construct it is supposed to measure. The instrument must be administered appropriately according to a set of standardized procedures. In qualitative research, however, the researcher is actually the instrument (Patton, 1990). The validity and reliability of qualitative research depends largely on the competence, skill, and sensitivity of the person conducting the research. Patton suggests that the researcher must be trained intensively and prepared rigorously in order to improve accuracy, validity, and reliability of the findings.

Qualitative research is viewed by critics as questionable on both external and internal validity issues. External validity, which involves the generalizability of the results, can be enhanced by supplying support on how typical the case is under study (Goetz & LeCompte, 1984). Since in the qualitative portion of this study no attempt was made to select a random sample, external validity and generalizability were not concerns. The cases used in this study were case studies of a particular culture, not typical cases studied for generalizability.

Internal validity, which concerns the extent to which the findings are distorted by extraneous variables, is important in all research. For example, instrumentation is a threat to all research where the researcher is the instrument. The subjectivity, biases, and perceptions of the researcher could affect the data collection, analysis, and findings of a study. In order to reduce this threat, I observed in the role of observer as participant (Patton, 1990) and interviewed employing the standardized open-ended interview strategy. By employing both observations and interviews I added validity to the study. One of my major validity and reliability concerns in conducting the observations was what effect I had on what I was observing. I constantly reminded myself of the questions that I was considering, attempting to reduce my preconceived perceptions of schools.

#### Data Collection

Field research including interviews and observations was employed in order to collect the qualitative data. Borg and Gall (1989) suggest that the researcher should attempt to study all of the elements in the school setting in order to understand the reality of the particular situation. This method of naturalistic inquiry allows for the study of the social and cultural elements of the phenomena under

investigation (Borg & Gall, 1989). The field work included three day observations and interviews at each of the four selected schools.

The observations were conducted with the researcher assuming the observer as participant role. In this role I came in as an observer assuming only a slight participant role. This approach allowed me to obtain more and better information as an outsider. I issued only partial explanations but followed the directives of the school principals. I spent the first two days observing and the third day conducting interviews with the selected teachers. The interview data was collected using Patton's (1990) standardized open-ended interview approach. I selected this method for interviewing for the following reasons:

1. Since I interviewed each person only once and for a limited time, I wanted to ask the same questions in the same order to all of the selected teachers (See Appendix J).
2. This method of interviewing increased the organization and analysis of the data.
3. This method reduced interviewer effects since the process was standardized.

During the observational field work at the schools, I hand wrote notes. As soon as I left each school I used my tape recorder to record my impressions of

what was going on in the schools. I tape recorded most of the interviews but some teachers objected to being taped so I hand wrote their responses. As soon as I got home I transcribed my recordings and notes on my computer.

### Data Analysis

The researcher in qualitative data analysis employs inductive logic which is the process of drawing conclusions based on particular instances without any preconceived hypothesis. The qualitative researcher gathers as much data as possible and then attempts to organize the data into categories that emerge from the data itself.

### Observation - Data Analysis

Employing Spradley's (1979) DRS approach to the collection and analysis of observational data includes analysis of the data on three levels: domain analysis, taxonomic analysis, and componential analysis. Using Spradley's three levels of observations allowed me to ask myself questions that became more and more focused.

Domain analysis. Descriptive observations in which the researcher tries to describe in general what he/she is observing includes both grand tour and mini tour observations. After the researcher conducts descriptive observations in the setting it is important

to begin domain analysis. Domain analysis is the process in which the researcher searches for the cultural domain that is a category of cultural meaning that includes other smaller categories. Domains, as cultural categories, are made up of three basic elements: cover term, a name for a cultural domain; included term, terms that are included in the cultural domain; and semantic relationship, which links together two categories.

The goal of domain analysis is to discover the patterns of culture in a particular social situation. The first step is to identify possible domains. Once the possible domains are identified it is necessary for the researcher to go back into the field to check on the accuracy of the domains. I did this by asking myself structural questions and making focused observations.

Taxonomic analysis. Through the use of focused observations the researcher is able to verify the domains. The data collected is analyzed by employing taxonomic analysis. Taxonomic analysis involves relating domains to each other. It is an effort to place the domains into a larger framework, to look for similarities, and how the subsets are related to the whole. Taxonomic analysis differs from domain analysis in that it shows the relationship among all

the included terms in a domain. In order to look for differences that existed among the included terms in a domain I asked myself contrast questions and conducted selective observations.

Componential analysis. The purpose of asking contrast questions is to search for differences among two or three included terms. Spradley (1979), in his contrast principle, suggests that the meaning of a cultural symbol can be determined by finding out how it is different from other symbols. Through contrast the researcher is able to come up with cultural meaning. A componential analysis includes searching for contrasts, sorting them out, grouping some together as dimensions of contrasts, and graphically representing the information. I looked for one or two dimensions in which the domains differ.

#### Interview Data Analysis

After conducting standardized open-ended interviews at each school, I used Lincoln and Guba's (1985) Constant Comparative Technique to analyze the interview data obtained at each school. Lincoln and Guba (1985) based their technique on Glaser and Strauss' constant comparative method of quantitative analysis (Lincoln & Guba, 1985).

Lincoln and Guba (1985) adapted the method to qualitative analysis adding operational refinements

to the methods of Glaser and Strauss. They employed a step by step procedure in order to accomplish concise comparisons of the qualitative data. This method works well with repetitive data, data obtained from structured or semi-structured interviews, open-ended responses, and large amounts of data. The process involves unitizing and categorizing of the data.

Unitizing. This process begins with breaking the interview data into units of information which will serve as the basis for defining the categories. The data is broken up into phrases or sentences which contain the smallest amount of information possible that can stand on its own. The process continues with all of the data being broken up into units of information. The data analysis depends on the quality of the effort in the unitizing process, so it is important for the researcher not to overlook any information (Lincoln & Guba, 1985). Each unit of information is recorded on an index card. On the back of each card it is important to note the source of the information. The researcher is then able to refer back to the original data if the need arises.

Categorizing. The categorizing process involves three steps:

1. The units of information are brought into provisional categories;

2. The researcher must devise provisional rules to describe each category; and
3. Each category must be rendered internally consistent by applying the rule to check for fitness.

The steps in the constant comparative method are as follows:

1. The researcher takes the pile of randomly distributed units of information cards. The first card is selected, read, and placed in the first stack.
2. The second card is read to determine if it is a look alike or feel alike to card one. If card two is a look alike or feel alike to card one then it is placed in stack one with card one. If it does not look like or feel like card one then it is placed in stack two.
3. The process continues with successive cards.
4. Miscellaneous cards are retained in a stack to review later. The rate of emergence of new categories will drop sharply after 50 to 60 cards. Each stack at this stage has approximately six to eight cards.
5. When the rate of emergence falls it is time for the researcher to write a rule for each



stack. The researcher should read each card in the stack and write a categorical rule to include all of the cards in the stack. The rule should consist of seven or eight words that is the simplest rule possible. The researcher should review each card in the stack to check to see if it fits the rule and is internally consistent. The rule should be revised if necessary, written on an index card, and placed next to the stack that it describes.

6. The process described in step five is performed on each stack of cards.
7. The researcher then should review the miscellaneous stack of cards to see if they fit any of the categorical rules. The stacks should be checked to see if there is any overlap. The researcher reduces the number of categories if possible, and rewrites the rules if necessary. The stacks are now mutually exclusive.
8. If the researcher recognizes that more categories are needed, this can be accomplished at this stage by extension, bridging, or surfacing.

9. A stop decision can be made at this stage if there is an exhaustion of sources, saturation of categories, emergence of regularities, or over-extension. In this study I included all of the collected data.
10. As a final step I reviewed all categories to see if any data were overlooked.

#### Comparison of Qualitative and Quantitative Data

Qualitative and quantitative data were compared to determine whether or not the qualitative data lent support to the quantitative data. Beyond the comparison I observed that the qualitative data provided in-depth detailed data beyond the scope of the quantitative data. The additional data acquired from the qualitative section of this study could be attributed to the ability to collect data in qualitative research that can not be measured by paper and pencil instruments.

#### Limitations of the Study

The qualitative and quantitative data employed in this study were collected in Louisiana, non-magnet public middle schools due to availability, cost, and time restrictions. This study could be broadened to include elementary and high school teachers across a larger geographical region. This broader study could prove to be more generalizable.

The quantitative component of this study consisted of self-reported data on teachers' perceptions which causes concern about the accuracy of the data. Since the analysis of the quantitative data was based on the correlation coefficients it must be remembered that correlations cannot establish cause and effect relationships between the variables correlated. The data collected appears to be useful in determining the possible relationships between the independent variables and the dependent variable.

#### CHAPTER FOUR: QUANTITATIVE RESEARCH RESULTS

Quantitative data were collected through the use of standardized measures so that varying perspectives and experiences of people could be fit into a limited number of predetermined response categories to which numbers were assigned. The advantages of a quantitative approach is that it allows the researcher to measure the reactions of many people to a limited set of questions, facilitating comparison and statistical aggregation of the data (Patton, 1990). The quantitative approach was designed to test the four hypotheses and provide a broad, generalizable set of findings.

The quantitative data were collected from 659 teachers in 30 middle schools selected for this study by employing a stratified sampling technique. Strata were developed from the school characteristics, community type and school size, to include middle schools in the sample in the same proportion as they are in the population (See Appendix D). A stratified sample of 30, Louisiana, nonmagnet, public middle schools were used in this study (See Appendix E).

Superintendents of the school districts with middle schools including grades sixth through eighth grades were sent a letter explaining the purpose of the study. A copy of the survey instrument was included for the

superintendent's review and a return postcard was included, asking for the superintendent's approval. After the superintendent's approval was given, each principal in the selected middle schools was sent a packet including a cover letter, explaining the purpose of the study, and a copy of the survey instrument. Principals were given five days to contact the researcher with questions or to decline to participate in the study. If the researcher was not contacted, a packet of surveys was mailed to the school. The suggested approach for survey completion was to distribute and collect all teacher instruments at a faculty meeting. Principals were asked to be absent from the meeting while the surveys were completed and collected.

The statistical analysis of the quantitative data in this study involved two steps:

1. The data were analyzed employing descriptive statistics to give a description of the situation under study.
2. The hypotheses were then tested by multiple regression to determine the significance of the findings and possible generalizability of the findings.

The independent variables that were used in the regression model were: work motivation, community

type, school size, and school SES. The dependent variable was the perceived organizational effectiveness of middle school teachers.

Selected findings from the descriptive statistics and correlation coefficients are discussed first, followed by the results of the regression analyses for the four hypotheses.

#### Means and Standard Deviations

Means and standard deviations for the five variables are given in Table 4.1. Work motivation as reported by the middle school teachers has a mean of 1640.1. The mean is above the midpoint of 1512. The possible range for the work motivation model is from 24 to 3,000. Perceived organizational effectiveness of the schools has a mean of 29.3. The possible range for the perceived organizational effectiveness model is from 8 to 40. The perceived organizational effectiveness mean is above the midpoint of 24.

Teachers viewed their schools as efficiently producing moderate to high quantities of fair to good quality outcomes and being relatively adaptable. The results for the means and the standard deviations are consistent with the findings in previous studies (Miskel et al., 1979; Miskel et al., 1980; Miskel, 1982; Miskel et al., 1983).

Table 4.1 Means and Standard Deviations of the Variables

	<u>M</u>	Range of Scale Values	<u>SD</u>
Independent Variables			
Work Motivation	1640.1	336-3000	169.6
Expectancy	11.8	5-15	.6
Valence	34.5	15-40	1.3
Instrumentality	31.8	15-40	1.4
SES	50.9	22-87	17.0
Size	3.2	2-5	1.0
Community Type	3.1	1-5	1.6
Dependent Variable			
Perceived Organizational			
Effectiveness	29.3	10-40	3.9

Note. Size 2= 250-499 students, Size 5= 1000 or greater students.

Community 1= rural, Community 5= metropolitan.

SES= Percentage of students in free lunch.

The data in this table is based on the data from 30 schools.

An examination of the frequencies for perceived organizational effectiveness for all of the items in the survey shows a normal distribution (See Appendix L). The frequencies for work motivation are equally distributed across the range of scores.

The teachers in the survey showed a wide range of scores on the work motivation variable. The scores ranged from 336 to 3000 out of a possible 24 to 3000. The range of the scores on the dependent variable, perceived organizational effectiveness was from 10 to 40 out of a possible 8 to 40.

#### Correlation Coefficients

The correlation matrix for the dependent variable, perceived organizational effectiveness and the four independent variables with the school as the unit of analysis is shown in Table 4.2. The relatively low

to moderate correlations indicate that the independent variables generally are not strong predictors of perceived organizational effectiveness, with the exception of school size. The correlations between school size and perceived organizational effectiveness, and community type and work motivation are significant at the  $p < .05$  level.

Table 4.2 Intercorrelations of Variables Used in Predicting Perceived Organizational Effectiveness by Middle School Teachers (school as the unit of analysis)

Variables	1	2	3	4	5
1. Work Motivation (24 (low)-3000 (high))	--	-.11	.03	-.40*	-.12
2. SES (free lunch count)		--	-.25	.12	-.13
3. School Size (1-5, small=1, large=5)			--	.12	-.41*
4. Community Type (1-5, rural=1, metropolitan=5)				--	-.26
5. Perceived Organizational Effectiveness (24 (low)-40 (high))					--

Note. The data in this table are based on data from 30 schools.

\* $p < .05$

The correlation matrix for the dependent variable, perceived organizational effectiveness, and the four independent variables with the individual teacher as the unit of analysis is shown in Table 4.3. As was the case with data presented in Table 4.2, relatively low correlations indicate that the independent variables generally are not strong predictors of perceived organizational effectiveness. The following



correlations are significant at the  $p < .05$  level:  
 work motivation and community type, work motivation  
 and perceived organizational effectiveness, SES and  
 size, SES and community type, community type and  
 perceived organizational effectiveness, size and  
 community type, and size and perceived organizational  
 effectiveness.

Table 4.3 Intercorrelations of Variables Used in  
 Predicting Perceived Organizational  
 Effectiveness by Middle School Teachers  
 (individual teacher as the unit of analysis)

Variables	1	2	3	4	5
1. Work Motivation (24 (low)-3000 (high))	--	-.04	.01	-.10*	.16*
2. SES (free lunch count)		--	-.27*	.08*	-.05
3. School Size (1-5, small=1, large=5)			--	.18*	-.26*
4. Community Type (1-5, rural=1, metropolitan=5)				--	-.19*
5. Perceived Organizational Effectiveness (24 (low)-40 (high))					--

Note. The data in this table are based on data from 659 individual teachers.

\* $p < .05$

Several studies suggest that there is evidence  
 for the assertion that the separate components of the  
 work motivation formula show as much association with  
 the dependent variable as they do in combination  
 (Mitchell, 1974; Miskel et al., 1980). To test this  
 contention, correlation coefficients were calculated  
 for work motivation, each component of work motivation,  
 and the dependent variable. The correlations between

components of work motivation and perceived organizational effectiveness range from .04 to .16 with the individual teacher as the unit of analysis. Expectancy or the subjective probability or degree of certainty that a given effort will yield a specified performance level shows the strongest relationship with perceived organizational effectiveness (.16). Obviously, these results question the efficacy of combining expectancy, instrumentality, and valence variables.

Expectancy is high when an individual believes that a given level of activity will result in a specific level of achievement. Therefore, the educator believes that his/her effort is related to student performance. Work motivation differs from expectancy in that it includes the concept of a valued reward resulting from the performance. The results of this study suggest that middle school teachers perceive that their school organizations are more effective when their efforts result in a increase in student achievement or performance. The results of this study indicate that middle school teachers are more likely to describe their schools as effective if there is an increase in student achievement than if they believe that they will receive a reward for the increase in performance.

Valence which refers to the personal value that a person places on the rewards was not found in this study to be significantly correlated to perceived organizational effectiveness. The results of this study indicate that middle school teachers' feelings of accomplishment, recognition, or competence do not result in the teachers perceiving the school organization as more effective.

#### Tests of the Hypotheses

Multiple regression analysis was used to test the four hypotheses. Multiple regression is a method of analyzing the collective and separate contributions of the independent variables to the variation in the dependent variable.

Stepwise regression analysis of the dependent variable, perceived organizational effectiveness of middle school teachers using the school as the unit of analysis, shows that the independent variable, school size was the only independent variable that entered the model at the  $p \leq .15$  level (the minimum level prescribed for entry in the SAS System, release 6.08 statistical procedure stepwise).

The explained variance is 16.9%. The stepwise regression results are presented in Table 4.4.

Table 4.4 Stepwise Regression Results (school as the unit of analysis)

Variable Entered	Partial R Squared	Model R Squared	F
Step 1: SIZE	0.1692	0.1692	5.7027*

Note. The data in this table are based on 30 schools.

\* $p < .05$

In order to obtain more detailed information about the perceptions of middle school teachers, an additional analysis was conducted using the individual teacher as the unit of analysis. The data were analyzed using the responses of the 659 middle school teachers who responded to the surveys. Stepwise regression analysis of the dependent variable, perceived organizational effectiveness of middle school teachers, using the individual teacher as the unit of analysis, shows that all of the independent variables entered the model at the  $p < .15$  level. The explained variance is 12.06%. The stepwise regression results are presented in Table 4.5.

Table 4.5 Stepwise Regression Results (individual teacher as the unit of analysis)

Variable Entered	Partial R Squared	Model R Squared	F
Step 1: SIZE	0.0690	0.0690	48.6797*
Step 2: WORK MOTIVATION	0.0260	0.0949	18.8212*
Step 3: COMMUNITY TYPE	0.0154	0.1104	11.3441**
Step 4: SES	0.0103	0.1206	7.66471**

Note. The data in this table are based on the responses of 659 teachers.

\* $p < .0001$ . \*\* $p < .01$ .

The results of this study indicate that school size was the best predictor of perceived organizational effectiveness when using the school or the individual teacher as the unit of analysis. Few studies have

reported similar results. However, since this study was conducted in middle schools, these findings could indicate that middle school teachers perceive large schools differently than teachers in elementary or high schools.

These results may be explained partially by the certification of the middle school teachers. Elementary teachers are typically trained to teach in self-contained classrooms with less than 25 students. When these teachers are assigned to middle schools they are faced with six classes and approximately 185 students. Often these teachers are overwhelmed by the number of students that they must teach each day. Another explanation could be the fluctuation of class size in middle schools. Middle school teachers realize that their class sizes will increase as the school size increases. However, class size in elementary schools is restricted and the restrictions are enforced.

ANOVA was run to further explore the relationship between size of school and perceived organizational effectiveness. Using the school as the unit of analysis ( $F(1,29) = 5.7, p < .05$ ), results indicated that the teachers in the smallest schools reported a perceived organizational effectiveness mean of 30.24, while those in the largest schools, reported a perceived

organizational mean of 23.12. See Table 4.6 for means for all school sizes.

Examination of the means in the table indicates that the largest mean difference changes occur between school size 4 (750-999 students) and school size 5 (1000 or greater students).

Table 4.6 Mean Values

School Size	Perceived Organizational Effectiveness
2	30.24
3	30.30
4	29.25
5	23.12

Note. 2 denotes a school with 250 to 499 students.

3 denotes a school with 500 to 749 students.

4 denotes a school with 750 to 999 students.

5 denotes a school with 1000 or greater students.

### Hypothesis One

The prediction that work motivation would be a positive, significant predictor of perceived organizational effectiveness was supported when the unit of analysis was the individual teacher ( $F = 34.41$ ,  $p < 0.0001$ ). This analysis indicates that work motivation makes a small but significant contribution to the regression equation.

Several studies have found that correlational coefficients between work motivation and perceived organizational effectiveness are typically low in the first semester and grow stronger over the course of the year (Miskel, 1982; Miskel et al., 1983). This study was conducted during the fall semester. Miskel

(1982) questioned whether work motivation exists in the beginning of the year and is simply not recognized or whether the work motivation factor starts from zero each year and increases as the year progresses. These studies suggest that new faculty members and students who enter the school each fall, require time to understand the expectations and norms of the school.

### Hypothesis Two

The prediction that the school variable, community type would be a significant predictor of perceived organizational effectiveness was supported when the unit of analysis was the individual teacher ( $F = 27.08$ ,  $p < 0.0001$ ). As was the case with hypothesis one, the results are significant, but the impact of the variable on the regression equation was small.

The results of this study indicate that as the community changes from rural to urban, the teachers perceive the schools to be less effective. The urban schools are often perceived by teachers as being characterized by high dropout rates, high numbers of discipline problems, lack of a common purpose and direction, and large class sizes. However, the rural schools are often perceived by teachers as being characterized by a strong sense of community and belonging.

### Hypothesis Three

The prediction that the school characteristic, school size would be a significant predictor of perceived organizational effectiveness was supported when the unit of analysis was the school or the individual teacher.

In this study, school size was found to be the best predictor of perceived organizational effectiveness. These results indicate that teachers believe that as school size increases, the schools are less effective. Despite the general lack of evidence from the literature supporting these findings, school size is becoming an increasingly important factor in discussing school effectiveness (Richmond, 1992; Stephens, 1995). Teachers may perceive that small schools are advantageous due to the non-institutional atmosphere, unified commitment to goals, training beyond the basics, more individualized attention, quality control, and greater parental involvement (Stephens, 1995).

### Hypothesis Four

The prediction that the school characteristic, SES would be a significant predictor of perceived organizational effectiveness was supported when the unit of analysis was the individual teacher ( $F = 22.43$ ,  $p < 0.0001$ ). The SES level for the school was coded



as the free lunch percentage for each individual teacher.

The direction of the correlation between school socioeconomic status and perceived organizational effectiveness was negative and the strength was relatively weak. As the free lunch count increases (low SES), the teachers perceive the schools to be less effective. The findings by Arhar and Kromrey (1993) indicate that in high SES schools a high value is placed on education, which places demands on teachers to have higher expectations of their students. These higher expectations of teachers contribute to higher achievement for their students. Arhar and Kromrey (1993) add that low income communities are subject to "more problems of value conflict between the home, the community, and the school" (p.16).

Work motivation is a positive predictor of perceived organizational effectiveness when the unit of analysis is the individual teacher. Schools in which (1) educators believe that high effort will yield outcomes such as student achievement, (2) educators seek personally valued rewards for those outcomes, and (3) educators believe that a valued reward will result from the outputs are perceived by middle school teachers to be effective. Community type, school size, and school socioeconomic status are negative predictors

of perceived organizational effectiveness when the unit of analysis is the individual teacher. Large schools, schools that are located in metropolitan areas, and school with high free lunch counts (SES) are perceived by middle schools teachers to be less effective.

#### Summary

The quantitative results of this study were based on a survey which obtained the perceptions of 659 middle school teachers in 30 schools. These results show that work motivation and the three school characteristics of community type, school size, and school socioeconomic status were significant predictors of perceived organizational effectiveness when using the individual teacher as the unit of analysis. School size was found to be the best predictor of perceived organizational effectiveness when the unit of analysis was the school or the individual teacher. To test the four hypotheses, a multiple regression procedure was employed.

Descriptive statistics were reported which showed that the means for the work motivation and perceived organizational effectiveness variables were above the midpoints. The middle school teachers viewed their schools as efficiently producing moderate to high quantities of fair to good quality outcomes and being

relatively adaptable. The correlations matrix displayed low to moderate correlations between the work motivation and the school characteristic variables, and perceived organizational effectiveness. In this study school size was the strongest predictor of perceived organizational effectiveness when the unit of analysis is the school or the individual teacher.

## CHAPTER FIVE: QUALITATIVE RESEARCH RESULTS FOR SCHOOL A

Four schools were selected for the qualitative portion of this study based on their community type and their average teacher motivation score. Two metropolitan schools were selected with one having a high force of motivation score and the other having a low force of motivation score. Two non metropolitan schools were selected with one having a high force of motivation score and the other having a low force of motivation score. Four schools were selected to provide additional, richer information about teachers' perceptions concerning work motivation and perceived organizational effectiveness in middle schools.

In this study I collected data employing in-depth, open-ended interviews, direct observation, and written documents. The observation data which focused on the work motivation of middle school teachers included detailed descriptions of the teachers' activities, behaviors, actions, and interactions with students. The interviews included direct quotes by the teachers about their experiences, beliefs, opinions, and feelings about their work motivation and the teachers' perceptions of the organizational effectiveness of the schools. The document analysis included excerpts and quotes from school newspapers, letters to parents, and school handbooks.

The qualitative findings are presented for each of the four schools. The observational data is presented first, followed by the interview data and the document analysis data. Findings are presented as case analyses and cross-case analysis. The case analysis for each school was completed by using the observation data and the interview data for each teacher in each school. I then carried out the cross-case analysis by comparing the case analysis responses to the standardized interview questions.

#### School A: Observation Data

School A is located in a rural area. This school is located on a river road on a parcel of land cut out of a sugar cane field. The land for this school was donated by a plantation owner in the early 1930s for construction of a community, public school. The school contained the grades four through 12 until 1979 when new elementary and high schools were built. Until 1994 this school housed grades four through eight. In the fall of 1995 a new upper elementary school was opened to house grades three through five.

#### School Selection

School A was chosen for the qualitative portion of this study on the basis of its high average teacher force of motivation score (1953), relatively large size (754 students), and its non-metropolitan community

type (See Appendix K). Out of the possible 21 non metropolitan schools in the quantitative sample, School A had the third highest force of motivation score. The other two schools which had slightly higher force of motivation scores (2166 and 1968) were not as accessible as School A and did not offer me free access to the teachers or the classrooms. School A is in a community that is classified as rural.

Spradley's (1979) characteristics of locating an appropriate site were also considered. School A is relatively accessible, since it is located 15 miles from my home. The principal did not announce my visit, so I tried to be as unobtrusive as possible. I requested and received permission from the district's superintendent before I contacted the principal. Both the superintendent and the principal were eager for me to conduct research in School A. The school was on a daily seven period schedule, so I was availed numerous classes and teachers to observe. I observed in the role of observer as participant which afforded me the opportunity to gain information that an insider might not be able to obtain. I attempted to minimize interactions with the subjects being observed and to be as unobtrusive as possible. In spite of my presence in the classroom, most of the teachers and students were unaware of my purpose. I did participate somewhat

when I was asked to take part in a discussion, help individual students solve math problems, and monitor students in the halls during recess.

#### School and Community

School A is one of three middle schools in a small Mississippi river district. The community is predominately white Catholic with the majority of the residents working in a local chemical plant. The school currently houses approximately 700 students. The student/teacher ratio is approximately 21:1 and the white/black ratio is 70:30. The socioeconomic status of the community ranges from upper middle class to poverty level with 34% of the student population qualifying for the free lunch program.

#### School Facility

School A is currently being remodeled due to the passage of a \$23 million construction package that narrowly passed in the district two years ago. School A consists of four separate buildings and a gym with only two buildings being occupied this year. The other two buildings are undergoing major renovations that were due to be completed in January 1996. The construction has been slowed due to asbestos problems so the classrooms were not available in January. As soon as these two buildings are completely finished, the principal planned to move into the completed ones,

allowing for renovation to begin in the two currently occupied buildings. Eight temporary buildings were also being used. Classes were also being taught in the office conference room.

The weather was very cold one of the days that I spent in the school. Due to the lack of heat and bare concrete floors, most of the students and teachers wore coats the entire time they were in the buildings.

#### Principal

The principal at School A has held this position since 1979 when the schools were divided. He obtained this position by advancing from the assistant principal position which he had held for three years. Prior to this he had taught high school social studies and coached for 12 years. He admits to being content in this position but looked forward to being promoted to a supervisory position in the Central Office.

The principal at School A was extremely organized and efficient. He was prepared for my visit and spent time pointing out the areas of the school that were not under construction and safe to visit. The principal gave me copies of the past three school report cards prepared by the State Department of Education. I was not required to wear a visitor's badge while on campus and was encouraged to visit any class. In spite of



the poor facility, the principal expressed his pride in the accomplishments of the faculty and students.

Due to the large construction area, upon arriving in the morning the students reported to the gym to sit and wait for the opening bell at 8:15. The principal and assistant principal escorted the students around the construction area to their classrooms. The principal was very visible and active. He was on duty whenever the students were not in class.

The principal's intercom announcements were rare. During my four day visit to School A, the announcements were all academic in nature. The principal interrupted one morning to remind the students about progress reports. He stressed how important good grades were and encouraged teachers to spend a few minutes reviewing grading and averaging procedures with the students. The halls were basically empty of students and noise during class time. During lunch time, the principal stood outside of the lunchroom door with a stop watch timing the teachers and noting their arrival and departure times. The teachers were monitored to see if they supervised the halls between class periods. The principal seemed to run a "tight" ship but the students did not seem to be afraid of him.

### Teachers

The teachers in School A were a relatively young, energetic group with 38% of them holding masters degrees or higher. The teachers stressed discipline and hard work with classroom rules and negative consequences posted boldly in every classroom. The teachers seemed to be stressed by the school construction. However, they commented on how little disruption they had encountered. Several teachers complained about their lack of a teachers' lounge, coffee between classes, and access to a telephone for the year.

Some teachers seemed uncomfortable with my presence in their classrooms. I asked the principal if he had any suggestions on how to handle this problem. He told me that the teachers would just "have to get over it" and told me to continue.

### Students

The students were typically active but unusually well-behaved for their age and lack of play area due to the construction. The students' attendance rate was 94.2% in 1994 with only 13% of the student body being suspended in that year. The principal was very proud of the lowered suspension rate which had climbed to 25% in the 1990-91 school year. The principal also praised his students concerning the 98% passage rate

for the seventh grade class on both the LEAP language arts and mathematics tests.

In School A, I observed 17 classes in three days. The students were not extremely interested in me but were polite. Most of them were in the habit of applauding when a student gave an especially good answer. At the end of the day the teachers commented that the students initiated the clapping. The teachers had simply joined the students in the special recognition.

### Description of Method

#### Initial Observation Experiences

Before I started the observations, I anticipated that I would see two types of teachers - motivated teachers and non-motivated teachers. I soon discovered that the categories and kinds of teachers went far beyond just motivated and non-motivated teachers. After completing several hours of observation, I was overwhelmed with the amount and variety of information I was collecting. A large portion of my early field notes included numerous kinds of motivated teachers. I noticed some motivated teachers were active while others were not. Some motivated teachers used the textbooks while others did not. I realized early in the process how important it was to stay focused, constantly checking my domains for fit and accuracy.

My grand tour observations, in which I simply focused on place, actors, and activities quickly gave way to mini-tour observations in which objects, acts, events, time, goals, and feelings began to play a large role in my field notes.

#### Spradley's Developmental Research Sequence

After collecting and recording numerous pages of descriptive observations, I found that I could start analyzing my data by searching for patterns and domains.

I found Spradley's (1979) method to be a detailed procedure that proved to be useful with the classroom observation data I was collecting. I employed domain analysis to search for patterns in my data. The data fell into domains thus setting up the taxonomic and componential analyses. The Spradley (1979) technique in which I asked questions of myself before I re-entered the scene proved to be quite useful.

#### Observation Schedule

I planned to spend a minimum of three days in each school. I scheduled the observations so that I could initially spend two consecutive days in each school. I then conducted the domain analysis and started the taxonomic analysis for each school. I then returned to each school for at least one more day to check on the accuracy of the domains and to

check for similarities and contrasts. I observed and interviewed for four days in School A.

### Analysis of Observation Data

#### Domain Analysis

The analysis of the raw data began during my observations. Each night after arriving home from observing in the schools, I searched for categories of cultural meaning to define my domains. My search consisted of looking for cover terms and included terms to fit various semantic relationships (See Appendix G). In school A, I found the activity level of the teachers to be a focal point of my observations. I found that active teachers, semi-active teachers, and inactive teachers were common themes in my field notes. I identified these categories as the cultural domains. Subsequent observations were more focused than the initial observations. I used Spradley's (1979) method of asking structured questions to check on the accuracy of the domains. These structured questions were described by Spradley (1979) as making "use of the semantic relationships of a domain with the cover term" (p.107). A sample structured question that I used for the active teacher domain was "What are all the kinds of active teachers?" I returned to the field to check on the accuracy of the domains: active teachers, semi-active teachers, and inactive teachers.

Through focused observations I soon realized that the activity of the teachers varied between physical and verbal activity.

### Taxonomic Analysis

Taxonomic analysis shows the relationships among all of the included terms in a domain. It allows the ethnographer to discover how cultural domains are organized.

Under the domain active teacher, I observed 14 "kinds of" active teachers. After careful, focused observations and through the use of structured questions, I categorized the active teachers into two taxonomies based on their similarities: physically active teachers and verbally active teachers. I then returned to School A to make focused observations to check on the accuracy of the taxonomic analysis. Table 5.1 is the taxonomic analysis for the active teacher domain for School A (See Appendix H for the taxonomic analyses for the semi-active and inactive domains for School A).

The largest number of teachers were found to be in the semi-active teacher domain which made up 43.75% of the observed teachers. The physically semi-active teachers made up 57% of this domain with the verbally semi-active teachers making up 43% of this domain.

Table 5.2 illustrates the descriptive statistics for School A.

Table 5.1 Taxonomic Analysis (School A - Domain 1)

<u>Included Terms</u>	<u>Taxonomic Analysis</u>
Different kinds of active teachers	Shows the relationship of kinds of active teachers
Chalkboard user	
Energetic	
Illustrator	Physically active teacher
Smiler	
Problem solver	
Mover	
Encourager	
Explainer	
Listener	
Motivator	Verbally active teacher
Rewarder	
Supporter	
Well-prepared	
Seeks student input	

Table 5.2 Descriptive Statistics (School A)

Domains	Taxonomies	Frequency	% of Teachers	
			total	domain
Active	Physically active	4	25	66.7
	Verbally active	2	12.5	33.3
Semi-active	Physically semi-active	4	25	57
	Verbally semi-active	3	18.75	43
Inactive	Physically inactive	2	12.5	66.7
	Verbally inactive	1	6.25	33.3
Totals		16	100%	

### Componential Analysis

In the taxonomic analysis as I searched for similarities among the terms in my domains, I searched for meaning. Contrast questions were used to find the differences that existed among the included terms in a domain. Spradley (1979) employed a contrast principle which stated that meaning was determined by how categories inside a domain contrasted with each other. I asked contrast questions such as "In what ways are explainers and illustrators different from each other?" and "How are ignorers and sitters different from tellers?"

I searched for contrasts by using selective observations which were the smallest focus used in the observations. I looked specifically for differences among specific categories. Thus, I began the steps of componential analysis which were looking for contrasts, sorting them out, grouping some together as dimensions of contrast, and entering all this information onto a paradigm.

I selected the dimensions of contrast to be constant reinforcement, use of student names, lesson reviews, eye contact, teaching experience, the use of visual aids, time consciousness, and interaction with students. Table 5.3 displays the componential analysis for the dimensions of contrast in School A.



Table 5.3 Componential Analysis for School A

Domains	Dimensions of Contrast							
	Age	Student names	Reviews	Eye contact	Teaching experience	Visual aids	Time	Interaction
Active	M	H	H-M	H	M	H	L	H
Semi	L	M	M	L	H	M	M	M-L
Inactive	H	L	L	L	M	L	H	L

Note. H= High, M= Medium, L= Low

### Summary of Observation Data

#### Domain Analysis

In the analysis of the domains, I identified 14 kinds of active teachers. They shared characteristics which included interaction, experience, eye contact, and the use of visual aids. The semi-active domain included teachers who were very similar especially in their lack of fervor in the classroom. Their lessons were basically a series of directions followed by a series of worksheets.

The inactive teachers all looked alike, sitting at their desks or behind a podium for the entire class period. These teachers were virtually silent, only occasionally opening their mouths to bark out directions or reprimands. Most of the inactive teachers had the assignments on the overhead projector screen when the students entered the classrooms. The inactive teachers often pointed when the students asked questions, giving few verbal responses and sharing little eye contact with the students.

### Taxonomic Analysis

The taxonomic analysis in each domain fell into two categories: physical and verbal. In my field notes I observed that when I described teachers as active, this category consisted of teachers who were physically or verbally active. Some active teachers sat on a stool the entire class period, but were totally involved through verbal interaction with the students. Other teachers classified as active were found to use teaching aids and move around the classroom while employing little "teacher talk" but encouraging student participation. Several teachers in School A were both physically and verbally active.

The semi-active teachers seemed to be involved verbally or physically for only short periods of time in their classrooms. These teachers typically started the period off strong, but soon "fizzled out" escaping to the back of the classroom to read or grade papers.

The physically and verbally inactive teachers rarely got involved with the students. They seemed to view their roles as babysitters, biding their time until the dismissal bell and eventually retirement.

### Componential Analysis

I asked myself contrast questions such as:

1. How are active and semi-active teachers different from inactive teachers?

They differed in their use of student names, use of visual aids, and use of lesson reviews.

2. How are semi-active and inactive teachers different from active teachers?

Both the semi-active and inactive teachers used some reinforcement since repetition of lessons could be done on worksheets which occupied the students' time in class. I also noticed that the semi-active and inactive teachers made little or no eye contact with students which allowed these teachers to virtually withdraw from the classroom situation. It seemed to be the way these teachers protected themselves from becoming too involved with or notice too much about their students.

3. How are older semi-active and inactive teachers different from young semi-active and inactive teachers?

Several of the older teachers remarked "You should have seen me 20 years ago, I was all over this classroom!" The younger semi-active and inactive teachers commented that they would put forth more effort if they felt it would make a difference in student performance.

### Descriptive Statistics

There were almost an equal number of active and semi-active teachers in School A. The active teacher domain comprised 37.5% of the teachers observed in School A while the semi-active teachers composed 43.75% of the observed teachers. There were twice as many teachers classified physically active as there were classified verbally active.

The semi-active teachers were evenly divided between physically semi-active and verbally semi-active. The inactive teachers comprised only 18.75% of the observed teachers with two-thirds of this domain described as physically inactive.

#### School A: Interview Data

The interview data were collected through the use of standardized, open-ended interview techniques in order to obtain data that could not be directly observed (Patton, 1990).

The teachers in School A were eager to be interviewed. I interviewed four teachers who classified themselves as having a high force of work motivation. The other four teachers classified themselves as having low forces of motivation. The interviews were approximately 30 minutes in length and were held in the teachers' classrooms during their free periods.

After conducting the standardized, open-ended interviews, I used Lincoln and Guba's (1985) Constant Comparative Technique to analyze the interview data. This technique employs a step by step procedure to compare the data. Since my interview data were repetitive, consisted of open-ended responses, and obtained from structured interviews, the Constant Comparative method worked well in the analysis of the data. Lincoln and Guba's (1985) Constant Comparative technique was described fully in the qualitative data analysis section of the methodology chapter of this study. The interviews consisted of 11 standardized, open-ended questions (See Appendix J). The following presentation is a result of the unitizing and categorizing steps in the Constant Comparative Technique for analyzing qualitative data.

#### Teaching Middle School Students

The first question I asked each teacher was "How do you feel about teaching middle school students?" In School A, I did not receive a single negative response to this question. Most of the teachers admitted that they enjoyed the age group of the students in middle school since the students were interesting, challenging, and never boring. Several teachers indicated that students in middle schools were perfect since "they are not babies, but they do not act like

adults." One teacher added that she really liked this age group since "in spite of the fact that they are highly influenced by their peers, they are also influenced by their teachers as well."

One teacher said that middle school students required "a lot of academic and social direction." She said she enjoyed giving this desperately needed direction to her students. One comment I found intriguing came from a teacher with ten years of experience in middle schools. She said her job as a middle school teacher was the only area of her life that presented her with a "daily struggle." She added that she "enjoyed the balance" that this struggle brought to her life!

#### Flexibility and Innovation

The second question concerned the importance of flexibility and innovation in teaching styles and methods in teaching today's middle school students. The teachers consistently said that middle school teachers need to be even more flexible and innovative than other teachers for two reasons. The first reason given was to meet the diverse needs of the students. The second reason was for the teachers to be able to compete for the students' attention with television, video games, and computers.

In order to meet the needs of today's middle level students, several teachers suggested they must be able "to entertain the students" just to keep their attention. Other teachers said that school routine could become boring and repetitive for them. They added that they tried to be innovative so they could teach for more than just a few years.

Several teachers felt that since children today are used to being entertained, teachers must be creative just to be able to compete. All of the teachers stressed that the old teaching styles of lecture and drill and practice just did not work anymore. They said that if teachers were still trying to teach that way, they could understand the frustration and despair they must be experiencing.

#### Student Effect on Teacher Effort

The next question dealt with the effect that students had on teacher effort. Every teacher eventually admitted that passive, disengaged students had a negative effect on their effort. Most of the teachers said they continued to strive to reach those students. The teachers expressed the concern of getting "caught up" with the passive students while neglecting the responsive, easy to teach students. Most teachers complained that they were forced to spend too much time on the students who made no effort to participate.

These teachers admitted to feeling angry about this "impossible situation."

The teachers often commented that when students tried hard and put forth a lot of effort, this encouraged them to work harder to help the students learn.

#### Faculty Initiative - Attainment of Goals

Most of the teachers felt that high faculty initiative led to attainment of desirable educational goals, but only to a certain extent. Several teachers added that strong parental support was just as important as teacher initiative.

Several of the teachers stated that educational goals could be considered obtained only if the group was successful. These teachers said that seeing other teachers work with high levels of initiative made them work harder. One teacher suggested that the principal should worry about getting one teacher to work hard with high initiative. She felt that the actions of this one teacher would put pressure on all of the other teachers to "keep up." The most interesting quote came from a teacher with 15 years of experience in middle schools. She remarked that "Even a gifted artist may achieve limited results if the material that she is working with is mediocre."



### Development of Skills and Abilities

The next question concerned how classroom teachers were allowed to develop their skills and abilities as educators. The answers to this question were very consistent. All of the teachers mentioned the two free days that they were given each year to attend workshops and conferences. Several teachers suggested that teachers should continue to enroll in college classes to update their abilities. Other teachers felt that they could develop their skills more by sharing ideas informally with fellow teachers. One teacher said that the best thing about choosing teaching as a career was the freedom to search and try styles, methods, and innovations until she found her own personal style.

### Small, Rural School

The teachers typically commented that teaching in a rural school with approximately 750 students allowed them to get to know both the students and the parents on a more personal level. The teachers agreed that the bond formed between the school and home was one of the reasons why the students performed so well in school.

Over 50% of the teachers in School A reside in the rural area where the school is located. Most of these teachers were not originally from the area, but

moved there after they started teaching at School A. The teachers commented that the support of the parents and the community made it "a nice place in which to work and live." They also commented that by living in the community they had a "sense of belonging." They also said they enjoyed enrolling their own children in the district's schools. One teacher said that the "low key lifestyle" in this area gave students less competition for their school work. She added that the parents of her students encouraged their children to spend more time on their homework and less time watching television.

#### Feedback

The teachers said that the students' level of interest and willingness to work served as positive feedback for them. One teacher said she appreciated the interest the students showed in her lessons more than verbal praise. The writing teacher said when students shared their work with her and their classmates that was all the feedback that she needed. Several teachers said that the only positive feedback that they received was from former students who returned to thank them.

The teachers said that they greatly valued positive feedback from their peers. Several teachers said that

when teachers expressed interest in one of their lessons, they took it as a compliment.

The only administrative feedback that the teachers mentioned was their end of the year evaluations. They consistently said that they felt their evaluations were positive unless something negative was discussed. They all said they would appreciate verbal praise from the administrators, but they did not expect it. One teacher said student feedback was obvious. She added that teachers must "listen and watch for subtle forms of feedback and praise" from their fellow teachers and administrators.

#### Expectations

A teacher with 30 years of experience said she expected to love children of this age and she did. She commented that she did not believe that children had changed much in the past 30 years. She still finds them to be creative, inquisitive, and delightful. Another teacher added that she expected the emotional levels of middle level students to be high, but she did not expect them to be this high.

One teacher commented that she was amazed that today's students had the same problems, hopes, dreams, and expectations that she had as a child 15 years ago. Another teacher said in spite of the students' effort to show "they know everything there is to know" that

these same students come to her each day ready to learn new things. Two teachers said they were astounded by the amount of school-related work they had to bring home each night. A teacher with five years of experience said she had not anticipated how hard it would be to "wow" the students. She admitted she was amazed to learn how much the students could grasp when they wanted to learn. She also added that she was surprised to find out how much parents "babied" their children. She added that it made it tough to deal with these children when they "slipped into their baby behavior in the classroom."

Other teachers said they did not expect the overall low level of interest in learning or the little personal motivation on the part of the students. One teacher said that she did not expect to like middle school students but it was the only job available. She said that she now loved it and planned to stay on this level.

#### Hard Work

The next question concerned the teacher's reaction to the statement that good teacher performance required hard work. Every teacher agreed that good teaching required both perseverance and hard work. Several teachers agreed that there was always something "new to learn and new challenges to meet." One teacher added that no one "survives" by "vegetating." The

teachers also agreed that hard work was required to incorporate new methods and techniques in order to meet the needs of their diverse student population. One teacher said that teaching was "a very demanding job since you have to be on your toes all of the time" which required "a lot of planning and work at home in order to do a good job." The teacher with 15 years in middle schools said she never expected to teach but believed in the "law of conservation of effort" in order to "survive."

#### Previous Experience

The first two teachers interviewed had 15 and 30 years of experience in middle schools. Another teacher taught for four years in a parochial middle school with the past ten years in public middle schools. The experience of the remaining five teachers was in public middle schools. Their years of experience ranged from three to eight years. All of the teachers interviewed were certified in elementary education, but none of them had experience below the sixth grade.

#### Summary of Interview Data

The teachers interviewed were equally divided by their perceptions of having high or low forces of motivation. All of the teachers expressed their enjoyment in teaching middle school students. They opined that the job was demanding and challenging at

times, but they found more pleasure than frustration in working with middle school children. The teachers said that they felt they had to be creative and flexible in order to meet the special needs of their students and to compete with the outside interests of their students.

The teachers were reluctant to admit that their efforts in the classroom were directly related to the interest and participation of the students. They virtually all agreed that the group had to be successful if the educational goals were to be considered accomplished. They said that they did not view the accomplishment of overall goals as the responsibility of the individual teacher.

The freedom to attend workshops and conferences was mentioned repeatedly by the teachers. These teachers expressed the opinion that they could develop their skills and abilities as educators through the workshops and informal conversations with other teachers.

The interviewed teachers said that they enjoyed the small, rural environment of School A. Many of these teachers have relocated their families to this area. They moved to this area not only to be close to their jobs but also so that their children could attend schools in the district.

The teachers seemed to appreciate feedback from their students, fellow teachers, and the administrators. They commented that the students were more verbal in their feedback, while the feedback from the teachers and administrators was more subtle.

The expectations of the teachers ranged from anticipating the creativity and uniqueness of the middle school students to being shocked by how little personal motivation could be found in the students.

The teachers equated hard work with good teaching. They did not expect to be successful without employing various teaching methods and bringing school-related work home with them.

These teachers work in School A which had a high average force of motivation score. All of the teachers interviewed only had middle school experience. They repeatedly mentioned that middle schools were the only schools they knew.

#### School A: Written Document Data

When I visited each school to set up my observation and interview dates, I discussed document analysis with each principal. I told them that I would like to collect as many different sources as possible. I mentioned the school newspaper, letters to parents, the student handbook, the teacher handbook, the school goals and objectives, and the school philosophy.

I explained that I was attempting to collect material that could not be directly observed. The principals in Schools A, C, and D agreed to provide written documents for my study. The principal in School B, however, said that he wanted his school "to stand on face value."

In spite of the fact that the schools provided documents which were inconsistent, and varied in quality and quantity, I elected to present the information provided by the principals.

I examined the written document data carefully not only to discover what could be learned directly by reading them, but also to focus my observations and interviews.

In School A, the principal gave me a copy of the objectives and philosophy of the school. The philosophy of the school stated that

Every child is born with the right to have an opportunity to develop himself/herself mentally, socially, morally, and physically to the fullest extent of his/her abilities within the framework of the society in which he/she lives.

The faculty acknowledged there must be interaction "between the school and community in order for effective education to be possible." The philosophy included the statement that the faculty recognized that "educational tasks must be performed daily, both at school and at home."



The stated objectives of School A encouraged "behavior among faculty, staff, and students which reflects a sensitivity to others, tolerance of differences, and a respect for truth."

## CHAPTER SIX: QUALITATIVE RESEARCH RESULTS FOR SCHOOL B

### School B: Observation Data

School B is located on a river road 15 miles from the nearest city. The school campus was virtually cut out of a sugar cane field. The land was donated by a plantation owner in the early 1940s. The school originally housed grades one through eight but was divided into two schools, one which included grades six through eight.

#### School Selection

School B was chosen for the qualitative portion of this study on the basis of its low average teacher force of motivation score (1350), small size (284 students), and its non-metropolitan community type. School B is located in an urban fringe area.

School B was relatively accessible, since it was located approximately 40 miles from my home. The principal announced my visit, so everyone understood that I was there to observe. However, no one knew the nature of my observations. The principal told me that I did not have to schedule dates for my observations. He encouraged me to "come any time and spend a few days with us."

#### School and Community

School B is a small school in a small Mississippi river district. The school has approximately 300

students with a student/teacher ratio of 20:1 with a black/white ratio of 50:50. The majority of the residents are farm workers with a large percentage of these workers being classified as migrant. The socioeconomic status of the community ranged from lower middle class to poverty level with 65% of the student population qualifying for free lunch.

#### School Facility

School B was remodeled in 1993. The office and old buildings were clean and neat, furnished with new desks. One new building was constructed to house the computer literacy lab, the band room, the art room, and one additional classroom. The principal expressed his pride in the facility but was not satisfied with the "loose ends" that were not completely finished. The classes, however, were warm and comfortable with no temporary buildings on the site.

#### Principal

The principal at School B had held this position since 1983 due to the retirement of the previous principal. The current principal had been an assistant principal for eight years in another district school.

The principal in School B was relaxed and laid back. He said that his number one concern was the children in his charge. He constantly asked questions about how this or that would affect his students.

The first two days of my observations were uneventful with few interruptions in class time. When I arrived on the third day of my observations, I found the principal in the front of the school, meeting and directing all of the students to the gym. When I approached the principal, he explained that the students were being sent to the gym to be searched for weapons. He proudly boasted that in all of the previous school board-mandated searches, the only contraband found was two radios. He said he did not anticipate finding any weapons this time, but would follow school board policy concerning regular student searches. Later in the day the principal announced that two bars of candy were found during the search and reminded the students not to bring candy or gum to school.

Each morning I was required to pick up a visitor's badge in the front office. During the morning announcements the principal announced to the students and teachers that a visitor was on campus. He asked them to please make me feel welcome. The principal also told them to behave "just as you always do". I was given free access to the school but found some teachers more receptive than others.

The principal was not visible but was accessible to the faculty and the students throughout the day.

He commented that he wanted to be available, but he did not want to hover over his faculty and staff.

The principal's announcements were varied including both school news and academic information. The morning announcements concluded with birthday greetings for students and celebrities. Each day during my observations the principal gave a brief history lesson on the birthday celebrities.

The principal said that he used a wide variety of rewards for academic performance. He said that he and several teachers asked for donations to reward those students who achieve academically with special field trips. The principal reported that the students worked hard to make the honor roll so they could travel on these special field trips.

#### Teachers

Teachers typically teach in School B for the duration of their teaching careers. The majority of the teachers had more than 15 years of experience with 48% of them having masters degrees or higher. The teachers appeared to be satisfied with their jobs and commented repeatedly about how many teachers in the district would like to trade places with them. Several teachers told me how much they enjoyed their jobs in spite of their low expectations for their poverty-stricken students.

The teachers' lounge was comfortable and newly-remodeled to meet the needs of the teachers. The lounge included a small room for conferences.

The teachers rarely rewarded the students with comments such as "good" or "excellent." The teachers typically ended their lessons three to five minutes before the bell to change classes. The students felt free to pack up and talk after the lesson ended. This was a practice that I noted in each class so it seemed to be a school norm. The teachers did post classroom rules, but they typically reminded the students to "be nice" or to "be quiet." The teachers did not monitor the halls between class periods.

#### Students

The students were friendly, polite, and generally interested in my presence. They asked numerous questions about why I was there. Several students commented that the only visitors that came to the classrooms were the parents of the "bad students."

The attendance of the students averaged 94.2% in 1994 with 19% of the student body suspended during that year. Ninety three percent of the seventh graders passed the LEAP Language Arts test while 90% of these students passed the math portion of the test.

## Description of Method

### Initial Observation Experiences

Entering School B I experienced a rare feeling. It was almost like I had stepped back in time to the 1960s. The teaching styles varied remarkably from classroom to classroom. The styles and methods were so different that I remember thinking about the lack of connection as I moved among the classrooms.

### Observation Schedule

I initially scheduled two consecutive days to observe in School B. After the two observation days, I conducted the domain analysis and started the taxonomic analysis. I returned to School B for one more day to check on the accuracy of the domains and taxonomies and to conduct the teacher interviews. I observed 15 teachers in School B.

## Analysis of Observational Data

### Domain Analysis

The analysis of the observational data began the night I returned from my first day of observing in School B. I read and reread my field notes searching for categories of cultural meaning to define my domains. In School B I discovered that the teaching styles and methods were the focal point of my observations. I found that lecture, question and answer, drill and practice, explainer, encourager, and praiser were common

themes in my field notes. I determined that the teachers in School B could be divided into the following domains: lecture and question teachers, drill and practice teachers, and facilitators of learning teachers. During the second day of my observations, I focused on the three domains. I used Spradley's (1979) method of asking myself structured questions to check on the accuracy of the domains. A sample structured question I used for the lecture and question teachers was "What are all the kinds of lecture and question teachers?" When I returned to the field I observed ten kinds of lecture and question teachers, nine kinds of drill and practice teachers, and ten kinds of facilitators of learning teachers.

Through focused observations, I realized that the methods and styles of the teachers varied between how they dispensed discipline and how they dispensed knowledge.

#### Taxonomic Analysis

Under the lecture and question teacher domain, I observed ten kinds of lecture and practice teachers. After carefully focused observations and through the use of structured questions, I categorized the lecture and question teachers into two taxonomies based on their similarities: dispensers of discipline and dispensers of knowledge. Table 6.1 displays the



taxonomic analysis for the lecture and question teacher domain for School B (See Appendix H for the taxonomic analyses for the drill and practice teacher domain and the facilitators of learning teacher domain).

Table 6.1 Taxonomic Analysis (School B - Domain 1)

<u>Included Terms</u>	<u>Taxonomic Analysis</u>
Different kinds of lecture and question teachers	Shows the relationship of kinds of lecture and question teachers
Pointer	
Humiliator	
Ignorer	Dispenser of discipline
In charge	
Fusser	
Teller	
Dictator	
Textbook user	Dispenser of knowledge
Note user	
<u>Overhead projector user</u>	

The lecture and question and the facilitators of learning teachers were observed in equal numbers. Each category made up 34.5% of the observed teachers. The drill and practice teachers made up the remaining 31% of the observed teachers. Table 6.2 illustrates the descriptive statistics for School B.

### Componential Analysis

In the taxonomic analysis as I searched for similarities among the included terms in my domains, I searched for meaning. Contrast questions were used to find the differences that existed among the included terms in a domain. I asked contrast questions such as "In what ways are humiliators and scolders different

from encouragers?" and "How are tellers and reminders different from participators in learning?"

Table 6.2 Descriptive Statistics (School B)

Domains	Taxonomies	Frequency	% of Teachers	
			total	domain
Lecture and question	Dispenser of discipline	5	17.2	50
	Dispenser of knowledge	5	17.2	50
Drill and practice	Dispenser of discipline	3	10.4	33.3
	Dispenser of knowledge	6	20.7	66.7
Facilitators of learning	Dispenser of discipline	3	10.4	30
	Dispenser of knowledge	7	24.1	70
Totals		29	100%	

I searched for contrasts by using selective observations. I looked specifically for differences among specific categories. I then started the componential analysis by looking for contrasts, sorting them out, and entering all of the information onto a paradigm.

I selected the dimensions of contrast to be group work, verbal praise, discussion of topics, comfort of students, tone of voice, and acceptance of student opinion. Table 6.3 displays the componential analysis for the dimensions of contrast in School B.

Table 6.3 Componential Analysis for School B

Domains	Dimensions of Contrast					
	Group work	Verbal praise	Discussion	Student comfort	Voice tone	Student opinion
Lecture question	L	L	L	L	H	L
Drill and practice	M	L	L	M	H-M	L
Facilitator of learning	H	H	H	H	L	H

Note. H= High, M= Medium, L= Low

### Summary of Observation Data

#### Domain Analysis

In the analysis of the domains, I identified ten kinds of lecture and question teachers. They shared characteristics which included the lack of the use of group work, loud voices, and little verbal praise or reinforcement.

The drill and practice teachers were similar in their use of workbooks, worksheets, and assignments on the overhead projector. The facilitators of learning teachers fostered an enriching, rewarding, and comfortable atmosphere for their students. These teachers allowed and encouraged student input and opinion.

I noticed that the lecture and question teachers often became drill and practice teachers after they presented a lesson. The facilitators of learning teachers, however, remained unchanged.

### Taxonomic Analysis

The taxonomic analysis in each domain consisted of the included terms falling into two categories: dispensers of discipline and dispensers of knowledge. In my fieldnotes I observed that when I described teachers as basically drill and practice teachers, this category described both how they presented their lessons and how they handled their discipline problems.

The lecture and question teachers who taught in a loud, monotone voice often approached discipline in the same way. These teachers often humiliated students who were not "keeping up." One teacher told an obviously ill child to either "keep up or get out!" There was virtually no teacher/student interaction concerning the lessons or discipline in the lecture and question teacher classes. These teachers were in charge and dictated the events in their classrooms.

The drill and practice teachers were concerned with getting paper work distributed and completed. They were often solemn and machine-like in handling the assignments or major discipline problems. These teachers were similar in that they typically overlooked minor discipline problems and sleeping students.

The facilitators of learning teachers typically spoke in quiet, peaceful voices encouraging student input and opinion. They enhanced the textbook and

extended the lessons through discussions of related topics and personal experiences. The facilitators of learning teachers appeared to participate in the learning process and not to dictate it.

#### Componential Analysis

I asked myself contrast questions such as:

1. How are lecture and question teachers and drill and practice teachers different from facilitators of learning teachers?  
They differed in their use of verbal praise, tone of voice, discussion, and allowance for student opinion.
2. How are drill and practice teachers and facilitators of learning teachers different from the lecture and question teachers?  
Both drill and practice teachers and facilitators of learning teachers incorporated group work into their lessons. They both wanted the students to be comfortable and relaxed while participating in class. The drill and practice teachers viewed participation as completed worksheets. The facilitators of learning teachers viewed participation as verbal interaction with their students.

3. How are lecture and question teachers and drill and practice teachers different from facilitators of learning teachers in their allowance of student opinion?

Both the lecture and question and drill and practice teachers did not allow students to voice their opinions in class. They demanded silence in their classes while trying to "get through the lessons." The facilitators of learning teachers encouraged their students to participate by voicing their opinions. These teachers used this input to increase student interest and to enhance and extend the lessons.

#### Descriptive Statistics

There were an equal number of lecture and question teachers and facilitators of learning teachers in School B. These two domains each made up 34.4% of the observed teachers with the drill and practice teacher domain composing the remaining 31.2% of the observed teachers.

The lecture and question teachers were equally divided between dispensers of discipline and dispensers of knowledge at 17.2% each. The drill and practice teacher domain included twice as many dispensers of knowledge at 20.7 as dispensers of discipline. In the facilitators of learning teacher domain, the

teachers described as dispensers of discipline made up 10.4% of the observed teachers while the dispensers of knowledge were more than twice as numerous at 24.1%.

#### School B: Interview Data

The interview data were collected from eight teachers at School B through the use of the standardized open-ended interview technique (Patton, 1990). The teachers were not anxious to be interviewed. I interviewed three teachers who classified themselves as having high forces of motivation. The other five teachers classified themselves as having low forces of motivation. The majority of the interviews were 20 minutes in length. The interviews were held in the teachers' conference room during the teachers' free periods. I had to leave the conference room several times to remind the teachers about their scheduled interviews.

#### Teaching Middle School Students

Each interview started with a question about how the teacher felt about teaching middle school students. Most of the responses were that the teachers enjoyed it more than they thought they would. Five of the eight teachers said they took a middle school assignment because "It was the only position available." Almost all of the teachers agreed they would not want to teach any other level now. Several teachers said they did

not know "what all of the fuss was about" over teaching in middle schools. They said that they did not understand why other districts were having so much trouble with the middle level grades.

One new teacher said she really loved being in the safe environment that the middle school offered to her. She had previously taught in a local metropolitan, high school where she was subjected to sexual harassment by the older students and the coaches. She said that since she was "the new kid on the block" she "received the worse kids" while receiving no support from the administrators. She told me that the middle school students treated her like their mother and that was fine with her!

One teacher complained that she was "forced into the middle school" since the student numbers had shifted in the parish. She said she enjoyed teaching younger children since they were "easy to motivate and took correction the right way." She added that she planned to leave the middle school as soon as an elementary position was offered to her.

#### Flexibility and Innovation

Most teachers agreed that flexibility and innovation were extremely important because "students interests and emotions were constantly changing." One teacher remarked that she had to be able to adapt



her styles and methods to meet the needs of the middle level students. Several teachers said that flexibility and innovation were almost necessities "to survive." Only one teacher disagreed. She reported that she did not intend to be either flexible or innovative. She felt that since she spent most of her time teaching "the basics" that the style did not matter.

A teacher reported that she followed the music and dress fads of her students in order to try to better understand her students. The least experienced teacher said she believed that "Flexibility was the key to learning in the middle school" and "The ages of these children make it necessary to teach them in a manner that is all their own, not like elementary school and certainly not like high school."

#### Student Effect on Teacher Effort

The third question concerned the effect that students had on the teacher's effort in the classroom. Most of the teachers agreed with one teacher who remarked that "Unfortunately, when they are restless and inattentive, I feel like I accomplish very little and tend to exert very little energy." She added that she tried not to be affected, but she knew that it did affect her.

Several teachers reported that the attentive students had more effect on them than did the

inattentive ones. One teacher said that "the good students have a lot of influence on my teaching." She continued by saying "If they cooperate and are alert, I tend to put forth more effort." They virtually all agreed that "lack of positive student response can be discouraging to a teacher." One teacher admitted that she pushes her students "whether they are motivated or not." She asked "If I do not encourage them, who will?"

#### Faculty Initiative - Attainment of Goals

All but one teacher agreed completely that high teacher initiative led to attainment of desirable educational goals. Several teachers reported they felt that when a teacher showed that a lesson was important, the students responded positively. One teacher said she saw her role as a "catalyst for the students." Another teacher remarked that her students sometimes worked especially hard just to keep her "happy and off their backs."

One teacher semi-dissented by saying that high faculty initiative was only the first step. She added that the initiative should be directed toward the areas that required the most improvement and would have the greatest long-term educational results.

### Development of Skills and Abilities

The teachers concurred in their belief that "the system" did not encourage them to develop their skills and abilities as educators. Several teachers complained they were forced to use their personal time and money to improve their skills. A teacher commented that she "received very little encouragement to grow professionally."

One teacher seemed to speak for the other teachers when she said that she did not believe that they were given "nearly enough opportunity to further develop our skills and abilities." She added that the parish's in-services were not individualized by instructional areas, and were therefore considered "as a waste of time."

The only positive response came from a teacher who said that she "shared ideas, developed new programs, and worked with other teachers" to further develop her skills as an educator.

### Small, Non-metropolitan School

Most of the teachers said that there were advantages to teaching in a small, non-metropolitan school. The majority of the teachers said that teaching in a small school allowed them to get to know the students and the parents on a more personal level. One teacher said that she understood "exactly what

made each student tick" so she could communicate with them on a personal basis. Another teacher added that their students were less affected by crime and drugs than in larger schools in big cities. She added that parents "seem to be more concerned since they live closer to school and can be more involved in school-related activities."

Other teachers mentioned that there were advantages for teachers in small schools. Several teachers mentioned that small schools afforded them the opportunity to get to know their fellow teachers on a personal level. They felt that these bonds formed between teachers helped them work together better as a faculty. One teacher said that the small school allowed for lower student/teacher ratios which she enjoyed.

#### Feedback

The teachers in School B agreed in their views on student feedback. One teacher felt that when students made good grades, she could see improvement in their behavior, esteem, and attitude. She considered that all the feedback she ever needed. Another teacher remarked that when students came up to her just to talk, she viewed that as a sign of respect and trust. Another teacher said she loved hearing "That was fun!"

A teacher said she relished the visits and notes from former students who often commented that they appreciated "the pain and suffering" she had put them through. A first year teacher said that when the children enter her classroom without her begging them to enter, she took it as a compliment.

Virtually all the teachers said they would value feedback from their peers, but they rarely received it. Most said that their "teacher talk" was spent comparing notes on problem students.

Seven of the eight teachers interviewed commented that the only administrative feedback they received was on their end of the year evaluation forms. They added that the principal did try to insert personal comments on the evaluation forms. Several teachers said they had received compliments or complaints about the behavior of their students, but they did not view this as feedback.

One teacher said that she had overheard the principal making positive comments about the teachers during a parent-teacher meeting. She said that she was sure that the faculty was unaware of his remarks.

#### Expectations

Most of the teachers disagreed over what they expected and did not expect from middle school students. One teacher remarked she "expected respect and received

respect" because she gave respect. Another teacher said that she expected discipline problems, but not as many as she had in her class. Other teachers said they expected the students to be active and diverse, and they were not disappointed.

An inexperienced teacher reported she was "shocked to discover how little motivation the students had to become well-educated." Another teacher said she did not expect the extreme discipline problems to be so widespread. She added that no teacher should have to deal with these "extreme cases." An experienced teacher said that "some years I get kids who are sophisticated, unselfish, and self-motivated and some years I just don't." She added that she expected things to be more consistent.

A new teacher added that she was surprised to find the students so "street smart." She said that by living in a rural area she expected them to be unaware of the social problems of the world. One teacher complained that she did not expect to teach three different grade levels, but she was forced to teach sixth, seventh, and eighth grade mathematics.

#### Hard Work

All of the eight interviewed teachers agreed that good teaching required hard work. I heard several comments, such as, "The harder I work, the better I

am at my job and the more impact I make on my students." Several teachers agreed that "Teaching is a never ending job." They added that it took numerous hours of "tedious planning and paperwork" to be effective.

Several teachers, however, viewed the question of hard work differently. One teacher said that "The actual teaching of the lessons is something that I do not consider hard work." She added that it was something she enjoyed. She said that she considered what came before and after the school day as hard work. Another teacher agreed by saying that "It is definitely hard work, but hopefully it is pleasurable work." She said she worked hard for the benefit of her students. She added that the rewards made the hard work worth the effort.

#### Previous Experience

Four of the eight interviewed teachers had experience only in middle schools. One teacher had spent six weeks in a high school, but detested the experience and quit. The other three teachers had elementary school experience. All of the teachers interviewed were elementary certified.

#### Summary of Interview Data

Most of the teachers did not expect to teach in a middle school, but found it to be more enjoyable than they expected. The majority of the teachers

responded that flexibility and innovation were important not only to meet the needs of the students, but also to help the teachers "survive."

The teachers reluctantly agreed that students could affect their effort levels negatively. They said that "good students" who participated and worked hard could have a positive effect on their effort levels. All but one teacher agreed that high teacher initiative led to attainment of desirable educational goals. The dissenting view offered was that direction of initiative was important.

The teachers felt that they needed to further develop their skills as educators, but were not given the funds or the free time to do so. The teachers said that they believed there were benefits for both the teacher and students for being in a small school. They agreed that the teachers were able to develop personal relationships with the students and the parents. The teachers added that, in a small school, teachers were given the opportunity to work more collaboratively as a faculty, thus enabling them to solve school problems and share creative ideas.

The teachers admitted that they wanted more feedback from their fellow teachers and the administrators, while adding that student feedback was very rewarding. The teachers expressed the opinion



that teaching in a middle school was basically what they expected. They did not expect the amount or extreme nature of the discipline problems in the small school.

The teachers concurred that numerous hours of hard work involving locating lessons, planning lessons, and paperwork were involved in good teaching. Several teachers added that the actual teaching was pleasurable, but the rest of the job was demanding.

All of the interviewed teachers were certified in elementary education. One teacher had spent several weeks in a high school, but reported it as a negative experience. She remarked that she was happy to be in a safe middle school environment.

## CHAPTER SEVEN: QUALITATIVE RESEARCH RESULTS FOR SCHOOL C

### School C: Observation Data

School C, a large metropolitan school, is located on the outskirts of a large, urban area. The school was opened as a junior high school in 1973. The school was designed to be departmentalized. The school uses wide halls to divide the school by grade level and not departments as originally intended.

### School and Community

The principal explained to me that it was difficult to describe the school community since the district was operating under a court-ordered busing plan. He reported that the student body represented families ranging from extremely wealthy to poverty levels. The principal and his staff agreed that this school had managed to form its own community within the walls of the school.

### School Selection

School C was chosen for the qualitative portion of this study on the basis of its high force of motivation score (1897), large size (950 students), and its metropolitan community type.

I also considered Spradley's (1979) strategies for locating an appropriate site. School C was relatively accessible since it was located approximately 30 miles from my home. The principal escorted me around

the school and introduced me to every teacher. He explained the purpose of my observations to every teacher. The principal made few restrictions on the observable areas.

#### School Facility

The school was built in 1973 and opened in the fall of 1975. The walls, carpet, and furnishings were typical 1970s, but were in reasonable condition. The sign on the front of the building still called the school a junior high. The principal did not mention the poor physical condition of his school but spoke in glowing terms about his students, faculty, and academic programs. He was not concerned with the large, broken clocks in the classrooms, but talked about school spirit, student achievement, and the quality of his teachers.

#### Principal

On my first observation day, the principal was waiting for me in the front office with a packet containing a visitor's badge, a class schedule, a school map, and a bell schedule. In spite of the fact that both the assistant principal in charge of discipline and the attendance clerk were absent, the principal took me on a tour of the entire school discussing the school program in general and the curriculum in specific. He was called away several times during

our tour of the school. He apologized repeatedly stating that he was covering the jobs of his two absent staff members. He returned within a few minutes each time continuing to explain the make-up of the school. He was proud of the interdisciplinary teams and the block scheduling he had been able to incorporate into the school in his three years as principal. He was extremely well-informed about the teacher schedules, discussing what the teachers were teaching and what they were trying to accomplish in the school. The principal "actively" monitored the halls and assisted the teachers in supervising the halls between class periods. A teacher with a free period following the breaks between the class periods was assigned to meet, line up, and listen to the excuses of tardy students.

Routine was ingrained in the faculty, staff, and students. I noticed that it was not necessary for the administrators to constantly remind the teachers or for the teachers to constantly remind the students about school procedure or what was expected of them. Everyone seemed to understand their roles. They all did what was expected of them. Even the parent volunteers and parent patrol in charge of duty knew their jobs and worked cooperatively with two-way radios. The principal asked me not to visit the classes with

substitute teachers but gave me free access to all other classrooms.

The principal explained that the office staff consisted of an assistant principal in charge of instruction, an assistant principal in charge of discipline, a dean of students, an attendance clerk, and a guidance counselor. The dean of students did not have a specific set of responsibilities but worked on areas identified by the faculty and administration that needed attention. The principal explained that the faculty voted to carry heavier student loads, so a teacher could be freed to serve as the dean of students. The principal obviously valued his staff. He took me around the school and introduced me personally to every staff member. In spite of his "able" assistants, there was no doubt that the principal ran this school.

### Teachers

The majority of the teachers in School C had over 15 years of teaching experience. The teachers expressed job satisfaction, smiled, and interacted often with the students. The "teacher-student talk" went beyond instruction and discipline. The teachers offered lots of praise and reminders about the dates on which papers and class work were due. Most of these teachers were active and moved about their classrooms freely using

the chalkboards as visual aids. The teachers made eye contact with the students and did not overlook discipline problems no matter how minimal. The teachers were extremely time-conscious in spite of the broken clocks in their classrooms. Large, colorful bell schedule signs were posted in every classroom.

Several teachers complained that some teachers received more funds, more free days to attend workshops and in-services, and were generally treated better than other teachers. I did not see any evidence of this during the observations.

#### Students

The students basically ignored me. They seemed to be used to visitors and simply went about their classroom tasks as though I was not there. There were no unescorted students in the halls. The students were allowed to express their opinions in most of the classrooms and were kept active and involved.

The students were constantly being told that they were "responsible" for this or that and accepted the responsibilities without questions. The students were typically patient while they waited for the teachers to begin the lessons, using the time to prepare for the class. These students were well aware of classroom routines.

### Description of Method

#### Spradley's Developmental Research Sequence

After collecting and recording numerous pages of descriptive observations, I found that I could start analyzing the data by searching for patterns and domains. I followed Spradley's (1979) method of employing three levels of analysis: domain, taxonomic, and componential.

#### Observation Schedule

I initially scheduled two consecutive observation days in School C. After these observations, I returned to School C to observe and interview for a third day. I observed 18 teachers in School C.

### Analysis of Observation Data

#### Domain Analysis

The analysis of the raw data began during my observations. Each night after arriving home from observing in the schools, I searched for categories of cultural meaning to define the domains. The process included looking for cover terms and included terms. In School C, I found the teachers' concerns to be the focal point of my observations. I discovered three types of teacher as related to their concerns: school-centered teachers, student-centered teachers, and self-centered teachers as the cultural domains in School C. Subsequent observations became more focused as

I checked on the accuracy of my domains. I used structured questions such as "What are all of the kinds of school-centered teachers?" to focus my observations. Through focused observations, I soon realized that the included terms in each domain could be organized by dividing them into categories: inside school concerns and outside school concerns.

### Taxonomic Analysis

I observed ten kinds of school-centered teachers. After careful, focused observations using structured questions, I categorized the school-centered teachers into two taxonomies based on their similarities: inside classroom concerns and outside classroom concerns. I then returned to School C to make focused observations to check on the accuracy of the taxonomies. Table 7.1 displays the taxonomic analysis for the school-centered teacher domain for School C (See Appendix H for the taxonomic analyses for the student-centered teacher domain and the self-centered teacher domain for School C).

The largest number of teachers were found to be in the student-centered teacher domain which made up 40% of the teachers observed in School C. The student-centered teachers' concerns inside the classroom made up 64% of the domain, while the outside concerns made



up 36% of the domain. Table 7.2 illustrates the descriptive statistics for School C.

Table 7.1 Taxonomic Analysis (School C - Domain 1)

Included Terms	Taxonomic Analysis
Different kinds of school-centered teachers	Shows the relationship of kinds of school-centered teachers
Enforcer of school rules	
Procedure follower	
Paper pusher	Inside classroom concerns
Teaches standardized tests	
Follows textbook	
Sponsor of clubs	
Attends extra-curricular activities	
Assists principal	Outside classroom concerns
Attends parent-teacher meetings	
Reprimands other teachers	

Table 7.2 Descriptive Statistics (School C)

Domains	Taxonomies	Frequency	% of Teachers	
			total	domains
School-centered	Inside classroom	5	14.3	50
	Outside classroom	5	14.3	50
Student-centered	Inside classroom	9	25.7	64
	Outside classroom	5	14.3	36
Self-centered	Inside classroom	7	20	63.6
	Outside classroom	4	11.4	36.4
Totals		35	100%	

### Componential Analysis

I used contrast questions to enable me to find the differences that existed among the included terms

in the domains. I asked contrast questions such as "In what ways are reinforcers and supporters different from each other?" and "How are workbook users and blamers different from tellers?"

I searched for contrasts by using selective observations looking specifically for differences among specific categories. I selected the dimensions of contrast to be organization, preparation, taking home school-related work, effectiveness, relationships with students, and extension of learning. Table 7.3 displays the componential analysis for the dimensions of contrast for School C.

Table 7.3 Componential Analysis for School C

Domains	Dimensions of Contrast					
	Organization	Preparation	Work home	Effectiveness	Relationships	Extension of learning
School-centered	M	L	M	M	H	L
Student-centered	H	H	H	H	H	H
Self-centered	M	L	L	L	L	L

Note. H= High, M= Medium, L= Low

### Summary of Observation Data

#### Domain Analysis

In the analysis of the domains I observed ten kinds of school-centered teachers. They shared the characteristics of enforcing school rules and procedures. They were extremely concerned about how the school looked and mentioned this repeatedly to the students and to me.

The student-centered teachers were very similar in the concern and attention they directed toward the students. These teachers were totally involved, supportive, and cognizant of the students in their classes. The self-centered teachers shared personal concerns about their safety, health, and general well-being. Their classroom routines were designed to conserve their own levels of energy. These teachers sat during class and seldom moved.

### Taxonomic Analysis

The taxonomic analysis in each domain fell into two categories of concern. As I reread my field notes I noticed that the teachers' concerns in School C were repeatedly divided into the two taxonomies: inside of classroom concerns and outside of classroom concerns. For example, a teacher with school-centered concerns made repeated comments about being concerned about how "the school would look" on standardized tests, during field trips, and at athletic events. This teacher stressed to her students that they would practice the standardized test questions since the school's scores would be published in the local newspaper.

The student-centered teachers seemed to be unaware of everything except their students. Their student-related concerns went beyond the classroom. Several

teachers scheduled at-home tutoring sessions for their weak or ill students. One of the few incidents when I observed teachers in the lounge was when they were calling parents with both good and poor progress reports. During my observations several teachers met with parents and social workers after school.

The self-centered teachers attempted to isolate themselves in the classroom and at home. For example, one student asked a self-centered teacher to call his mother to tell her of his progress in class. She refused his request and told him that he might have caller identification on his phone and he would then know her phone number.

#### Componential Analysis

I asked myself contrast questions such as:

1. How are school-centered and student-centered teachers different from self-centered teachers?"

They differed in preparation, bringing school-related work home, and relationships with their students.

2. How are school-centered and self-centered teachers different from student-centered teachers?"

Both the school-centered and self-centered teachers lacked the attention to the needs

of their students displayed by the student-centered teachers. They also differed in preparation, organization, and extension of student learning.

### Descriptive Statistics

There were almost an equal number of school-centered and self-centered teachers observed in School C. The school-centered teachers composed 28.6% of the observed teachers in School C. The self-centered teachers composed 31.4%. There were an equal number of teachers classified as having inside of school concerns and outside of school concerns.

The student-centered teachers contained almost twice as many kinds of teachers with inside of school concerns as outside of school concerns. Among the self-centered teachers there were also almost twice as many teachers with inside of school concerns as outside of school concerns.

### School C: Interview Data

The interview data for School C were collected by employing Patton's (1990) technique of asking standardized, open-ended questions. The teachers in School C spent very little time socializing in the teachers' lounge. Most of the teachers in School C professed their eagerness to be interviewed, but several teachers pleaded that they were "too busy to be

bothered." After speaking to numerous teachers I finally persuaded six teachers to be interviewed. The interviews lasted about 20 minutes and were conducted in each teacher's classroom during their free or lunch period.

#### Teaching Middle School Students

All of the teachers except one said they enjoyed teaching middle school students. One teacher remarked "I love it - I would not teach anywhere else!" Another teacher said that she previously worked for the Girl Scouts of America. She recently returned to teaching and proclaimed "I feel greatly rewarded and pleased to have this wonderful job!" One teacher said that she was moved from another middle school to School C with her entire class in the middle of last year. At first she said she was upset with the idea of being "forced to relocate" but now enjoys School C and these middle school students.

One teacher complained that teaching middle level students was "the most difficult teaching assignment" that a teacher could face. She said that she was transferred to School C with her elementary students due to forced busing. She said that she "abhors" teaching this level but it was the only job available.

### Flexibility and Innovation

Most teachers agreed with one teacher who commented that "Traditional methods such as lecturing, reading, and answering questions are not effective in engaging our learners." Several teachers said that flexibility and innovation were necessary to meet the needs of their different kinds of learners. Some of the interviewed teachers said that they had been through "format training" designed to teach teachers to recognize the special needs of the students. They added that other teachers "recognized the needs but preferred to overlook the problems." Two teachers said they did not intend to be flexible or innovative in the classroom. They wanted someone to "accommodate" to their needs for a change.

### Student Effect on Teacher Effort

Two of the six interviewed teachers admitted that the students had an effect on their effort levels. One of the teachers reported that the students had "a significant impact" on her classroom effort. She stated that "My biggest effort is spent on classroom management and not on instruction where it belongs." The other teacher said that when the students were actively participating, she was "encouraged to expend more energy in that class."

The other four teachers remarked that the students had little or no impact on their effort levels. One teacher commented "I put forth my best effort no matter how difficult my classes are to manage." Another teacher reported that since she taught below level students, she had to spend additional time and energy just to locate appropriate lessons to meet their special needs. An inexperienced teacher remarked that she realized early that she would have to "exert a lot of effort just to keep them busy and out of trouble."

#### Faculty Initiative - Attainment of Goals

The interviewed teachers were evenly divided over the statement: High faculty initiative leads to attainment of desirable educational goals. One teacher remarked that she believed that if teachers displayed high initiative then the entire school would be inspired to attain goals. Another teacher suggested that "new, varied, and creative ideas" employed by teachers with high initiative added strength to the entire school program.

One teacher who disagreed, said "There is a limit to how much you can achieve when the students refuse to try!" Another teacher agreed by adding that "Students must above all else be self-motivated with a desire to learn."



### Development of Skills and Abilities

Several teachers remarked that they were "not given opportunities to develop their skills", but were expected to develop them on their "own time and with their own money." The teachers admitted they were allowed to be creative, expand their knowledge through classes and workshops, observe their fellow teachers, and share ideas, but they said it was up to the teacher to develop and carry out the plan.

### Large, Metropolitan School

Most of the teachers were unable to name advantages of teaching in a large, metropolitan school. Two teachers mentioned the diverse population, varied cultural groups, and more faculty members with which to share ideas as advantages.

### Feedback

The teachers in School C mentioned that the students' participation, smiles, love, performance, and good grades were positive feedback for them. Several teachers reported receiving notes, support, and positive comments from their fellow teachers. All of the teachers suggested that peer observations made positive feedback more likely.

The teachers expressed appreciation for praise from the administrators. Several teachers commented that they had been chosen by the principal to attend

special functions and workshops during school time. These teachers were then allowed to present the results of the workshops to the rest of the faculty during a faculty meeting. Several teachers commended the principal for letting them know that he was always there to help them if they needed assistance. They also mentioned that their evaluation forms contained specific comments about their job performance.

#### Expectations

The expectations of these middle school teachers proved to be true concerning the nature of the students. Several teachers found the students to be "full of fun, always changing, and never boring." They added that they expected the job to be a challenge, but were surprised by the degree of challenge.

Four of the teachers admitted that they had not anticipated how much forced busing would affect the students. They also reported that they were shocked by the lack of community support and parental involvement. One teacher stated she was surprised by the amount of time she was forced to spend teaching the basics. She added that "They come to me knowing nothing at all." Another teacher remarked that the "entire middle school experience was unexpected and extremely unique." She had planned to teach secondary literature students, but no jobs were available.

### Hard Work

The teachers felt that teaching in a middle school certainly required hard work, but hard work was not enough to be successful. Most agreed that teaching was hard, physically taxing, challenging work. One teacher told me that she realized she had to "put in a lot of time and effort" just to keep her sense of pride in herself. She did not believe that she would get it from student performance. Another teacher lamented that "I work consistently, but it never seems to make a difference."

A teacher with 20 years of experience concluded that "If you are successful then you must have worked hard, but if you work hard you will not necessarily be successful."

### Previous Experience

All of the teachers except one were elementary certified teachers. One first year teacher was certified in secondary school English. Several of the teachers had taught in an elementary school, but had spent the majority of their time in middle schools.

### Summary of Interview Data

Most of the teachers in School C were satisfied with their current assignments and expressed enjoyment with their students. The teachers recognized the need

to be flexible and innovative to meet the needs of their students.

The teachers were evenly divided over the issue of how much the students affected their effort levels. They basically agreed that high initiative led to goal attainment. The teachers did not believe they were given enough opportunities to develop their skills and abilities as educators, but recognized their need to grow professionally.

Most of the teachers believed there were no advantages to teaching in a large, metropolitan school. The middle school teachers in School C were shocked at the effects of forced busing on students and community, the need for reteaching the basics, and the lack of community and parental support.

#### School C: Written Document Data

Each year on the first day of school, the principal distributes a student handbook to each student. It includes the names and titles of the staff members, a school map, a school calendar, the grading scale, and an explanation of homework and discipline policies. The principal's school and home phone numbers were included in the front of this book. The handbook also serves as an assignment pad. The teachers encourage the students to write their assignments in this book each period.

The office staff gave me a copy of the school newspaper which they produced weekly and distributed every Friday afternoon. The newspaper contained a calendar of school events, announcements about PTA and parent patrol meetings, the winners in essay and poster contests, and performance schedules for the school band, the cheerleaders, and the dance team.

## CHAPTER EIGHT: QUALITATIVE RESEARCH RESULTS FOR SCHOOL D

### School D: Observation Data

School D is a large, metropolitan school that was opened as a junior high school in 1973. The school principal was in his third year as principal and seemed to enjoy his position, but rarely smiled. The most noticeable thing about the school was the number of signs on the walls. There were signs everywhere, telling everyone what to do. There were signs in the teachers' lounge which instructed the teachers to meet their classes on time and to leave all food and drink in the lounge. There were directional signs in the office, halls, classrooms, gymnasium, and cafeteria (See Appendix I for a summary of the signs).

The morning announcements included the pledge of allegiance to the flag and a moment of silent meditation. The announcements were non-academic in nature and dealt basically with fund-raising and discipline clinic schedules.

On my first scheduled observation day at School D, I arrived at the school at 6:50 a.m. since the teachers were expected to sign in by 7:05 a.m. The secretary took my name and told me to wait in the lounge for the principal. I waited until 8:30 a.m. At this time I returned to the front office and again requested to see the principal. He immediately emerged from

his office apologizing for his secretary's forgetfulness. I spent the next 45 minutes with the principal in his office discussing his philosophy and goals. After I met the principal, I realized that he had walked through the lounge several times while I was waiting for him. He had observed me sitting in the teachers' lounge but never asked who I was or why I was visiting the school.

#### School Selection

School D was selected for the qualitative portion of this study on the basis of its low force of motivation score (1365), relatively large size (870 students), and its metropolitan community type.

Spradley's (1979) characteristics of locating an appropriate site were also considered. School D was accessible since it was within ten miles of my home. The principal did not announce my visit, so I was able to observe without explanation. The principal told me to tell the teachers that I was just there "to observe classes" and offer no further explanations. I requested and received permission from the district research supervisor before I contacted the principal. The principal agreed to my observation and interview schedules, but warned me that he "could not promise" what I would see.

### School and Community

The principal stated that this school was a product of court-ordered busing. He added that the school and community did not reflect each other. The school was located in an upper middle class subdivision but included students from neighborhoods that ranged from lower middle class to poverty levels. The students told me that some of them rode a school bus for 45 minutes to and from school each day. The free lunch students represented 51% of the school population.

### School Facility

The school was built in 1973 soon after the subdivision opened. The principal said that the school was designed to be a neighborhood school for the students in the subdivision. The school facility was in immaculate condition. Appearance was very important to the principal. He told me that when he arrived three years earlier the building was in deplorable condition with carpets that were 20 years old. He told me that the carpets were torn, stained, and "an embarrassment to the school." The principal said it took one and one-half years of "begging" before the school board agreed to replace the carpeting in the 12, worse classrooms. He told me he did not want new carpets, but requested tile so it could be kept clean. He said that he believed that atmosphere and appearance



were very important in any school. He reported that he had noticed a decrease in discipline problems in the rooms with new floors.

#### Principal

The principal, who was in his third year as principal of School D, was promoted from a local high school where he previously served as a coach and assistant principal. He told me that he believed he had to establish control of the discipline before he could concentrate on anything else. He reported that suspensions were down 50% in the past two years. He added that since there had been a reduction in the number of discipline problems, he believed that he could concentrate on curriculum and middle school reform issues. He proudly said that the nine weeks grades this semester were the highest they had been in the last ten years.

The principal had set up interdisciplinary teams and was working with his teachers to establish block scheduling. He said that within a year he planned to employ block scheduling throughout the school and place more computers in the computer literacy room and in the library. He was extremely proud of the technological advancements that he had made in the office area and in the library. He also said he planned to go "on line" and network with other schools.

The principal expressed his belief that middle schools were the place where children could be lost and never recover. He expressed the belief that children could now come to his school and feel safe. He said that before he was principal, announcements were constantly being made about students who were not in class. He said that these announcements disrupted the entire school and gave the students something to talk about.

The principal said that he plans to spend more time on the academic progress of the students and student safety. He also plans to get more students involved in the daily activities in the school. He reported that more parents were now calling the school and teachers about grades before problems arose.

#### Teachers

The teachers in School D did not operate with any sense of urgency. The teachers moved slowly when a bell rang and did not supervise the halls between class periods. The teachers spent all of their free time in the teachers' lounge since all of the classrooms were used every hour. It was not uncommon for six to eight teachers to be in the lounge during each of the seven hours. The teachers did discuss problem students, but spent most of their time discussing non school related activities. The teachers had formed

a strong clique and had adopted a strong us-against-them philosophy.

During my first day of observations, the teachers were "being forced" to cover the classes of two absent teachers. The teachers reported that they were responsible for finding their own substitutes when they were absent. The teachers in the lounge expressed the opinion that this was "the system's plan to reduce teacher absences."

The teachers also discussed the use of the time out room (TOR). They stated that the TOR was "a joke." They said that TOR was only used to handle the students who caused problems for the administrators, not to solve problems for the teachers.

The principal's attention to appearance was reflected in the dress of the teachers. The teachers were all well-dressed. I did not see any teacher dressed in walking shorts, casual clothes, jeans, or tennis shoes during my three day visit to the school.

The teachers expressed extreme concern about lack of administrative support, poorly motivated students, and lack of safety at the school. The teachers in the lounge were discussing the school rules which they had decided not to enforce. The principal entered the lounge but the discussion did not cease. The teachers continued listing and discussing what they

thought were silly or non-priority rules while he listened. He did not interrupt and they did not seem to care that he heard them. I did overhear the teachers discuss topics with the principal. However, they never asked his permission but instead seemed to merely inform him of their plans.

There was little laughter or smiles shared by teachers and students. The predominant teaching style was "telling" and drill and practice was widely employed. Most of the 16 observed teachers told me that I was observing their worse class.

#### Students

The students were all very curious about my visit. They assumed that I was a parent and made a game of trying to guess the name of my child. The students were often called out of class, especially to report to the time out room. Students were in the halls throughout the day.

The students in the observed classes segregated themselves by race. They were not assigned seats but were allowed to select a seat each day. In a majority of the observed classes, the students did not understand or care to understand what was expected of them. The teachers were constantly saying "you know what the rules are" but the students simply did not listen or seem to care. Most classes consisted of several minutes

of directions followed by drill and practice for the remainder of the class period. The students mumbled, shifted in their desks, and slept during the classes.

The students did not have textbooks to take home. The textbooks remained in the classrooms with each teacher having one set of books. Few students were engaged during the lessons. During the testing periods, the students talked, asked questions, and mumbled.

The students made fun of the teachers, mocked them, and laughed when the teachers pleaded for quiet and attention. These incidents were followed by confrontations and office referrals. When one student left class without permission, she was sent back to class within five minutes of her office referral. As another student left the computer lab, the teacher asked her to return during recess so they could discuss her classroom behavior. The student shoved the teacher against the wall and told the teacher to write her up. The teacher told me later that this student had assaulted several students and teachers this year, but had never been suspended.

#### Description of Method

##### Spradley's Developmental Research Sequence

I began the analysis of the data by examining my field notes, which contained numerous pages of

descriptive observation data, by searching for patterns and domains.

I employed Spradley's (1979) method of domain analysis in which I searched for patterns in the data. After I categorized the data by domains, I started the taxonomic and componential analyses. I found Spradley's (1979) technique of asking myself questions to be very helpful.

#### Observation Schedule

I scheduled the school observations so that I could initially spend two consecutive days in each school. After these first two days, I conducted the domain analysis and started the taxonomic analysis for each school. I then returned to each school for at least one more day to check on the accuracy of my domains and taxonomies. I spent three and one-half days in School D. I also used the last two days to check for similarities and differences and to conduct the teacher interviews.

#### Analysis of Observation Data

##### Domain Analysis

I found that I was able to start the analysis of my raw data during my first two days in School D. Immediately after leaving the school, I read my field notes. I searched for categories of cultural meaning to define my domains. My search consisted of looking

for cover terms and included terms to fit various semantic relationships (See Appendix G). In School D, I found that the demeanor of the teachers was the focal point of my field notes. The teachers' behavior that they displayed toward each other, the students, the administrators, and "the system" dominated the field notes. I identified the domains to be the enthusiastic teachers, the mechanistic teachers, and the angry teachers. I employed Spradley's (1979) method of asking myself structured questions to check on the accuracy of the domains. A sample structured question that I used for the enthusiastic teacher domain was "What are all the kinds of enthusiastic teachers?" I returned to the field to check for omissions.

Through focused observations I soon realized that the demeanor of the teachers varied between instruction-related and non instruction-related activities.

### Taxonomic Analysis

Taxonomic analysis is used to show the relationships among all of the included terms in a domain. It illustrates the organization of the domains.

Under the domain enthusiastic teacher, I identified 11 kinds of enthusiastic teachers. After careful, focused observations and through the use of structured questions, I categorized the enthusiastic teachers

into two taxonomies based on their similarities: instruction-related and non instruction-related. I then returned to School D to make focused observations to check on the accuracy of the taxonomic analysis. Table 8.1 displays the taxonomic analysis for the enthusiastic teacher domain for School D (See Appendix H for the taxonomic analyses for the mechanistic and angry teacher domains for School D).

Table 8.1 Taxonomic Analysis (School D - Domain 1)

Included Terms	Taxonomic Analysis
Different kinds of enthusiastic teachers	Shows the relationship of kinds of enthusiastic teachers
Illustrator	
Extender of learning	
Explorer	Instruction-related
Discusser	
Promoter of creativity	
Explainer	
Helper	
Energizer	
Caller of parents	Non instruction-related
Attends student behavior	
Friendly	

The largest number of teachers were found to be in the mechanistic teacher domain which made up 40.5% of the observed teachers. The instruction-related mechanistic teachers made up 58.8% of the domain with the non-instruction mechanistic teachers making up the remaining 41.2% of this domain. Table 8.2 illustrates the descriptive statistics for School D.



### Componential Analysis

I used contrast questions to find the differences that existed among the included terms in each domain. I asked contrast questions such as "In what ways are extenders of learning and drill and practice teachers different from each other?" and "How are ignorers and attenders to behavior different from abusers?"

Table 8.2 Descriptive Statistics (School D)

Domains	Taxonomies	Frequency	% of Teachers	
			total	domain
Enthusiastic	Instruction related	6	14.3	54.5
	Non instruction related	5	11.9	45.5
Mechanistic	Instruction related	10	23.8	58.8
	Non instruction related	7	16.7	41.2
Angry	Instruction related	4	9.5	28.6
	Non instruction related	10	23.8	71.4
Totals		42	100%	

I used selective observations to search for contrasts. I looked for differences among specific categories. Thus, I began the steps of componential analysis which included looking for contrasts, sorting them out, grouping some together as dimensions of contrast, and entering all of this information onto a paradigm.

I selected the dimensions of contrast to be experience, interaction, gossips about students, voice tone, movement, student enjoyment, time consciousness, shares smiles, and users of punish work. Table 8.3 displays the componential analysis for the dimensions of contrast in School D.

Table 8.3 Componential Analysis for School D

Domains	Dimensions of Contrast								
	Experience	Interaction	Gossips	Voice	Movement	Enjoyment	Time	Smiles	Punish.
Enthusiastic	L	H	L	L	H	H	M	H	L
Mechanistic	H	L	L	M	L	L	H	L	H
Angry	M	L	H	H	H	L	M	L	H

Note. H= High, M= Medium, L= Low

### Summary of Observation Data

#### Domain Analysis

In the analysis of the domains, I identified 11 kinds of enthusiastic teachers, 17 kinds of mechanistic teachers, and 14 kinds of angry teachers.

The enthusiastic teachers were similar in interaction with their students, mobility in the classroom, the enjoyment of their students, and the smiles they shared with their students.

The mechanistic teachers were similar in their teaching style, use of punish work, and the deeply ingrained, rut-like classroom routine. These teachers checked the class role by calling the names of every student, every hour, and every day. These teachers taught the exact same lessons, the exact same way they had for years. Several of the mechanistic teachers

had binders which contained their lectures which they read word for word year after year.

The angry teachers shared the characteristics of loud voices, use of punish work, and stern facial expressions. When I observed these teachers in the lounge and in their classrooms, they were constantly complaining about their students, the administrators, and "the system." These teachers were consistent in their treatment of their students and their fellow teachers. They verbally abused and humiliated their students with comments such as "shut up" and "get busy stupid." They belittled the students for incorrect answers and yelled at them continuously.

#### Taxonomic Analysis

The taxonomic analysis yielded two categories in each domain: instruction-related and non instruction-related. When I returned to the field to check on the accuracy of my domains and taxonomies, I noticed that the enthusiastic teachers were eager, friendly, and passionate in their instruction and in their non-instruction duties. They behaved as zealots, pursuing a cause while they taught their lessons or argued for teacher rights in the lounge. The teachers' representative on the district's advisory board from School D was the most enthusiastic teacher observed.

The mechanistic teachers muddled through their lessons and other duties uninfluenced and seemingly unconscious of the events surrounding them. The angry teachers, however, stormed into their classrooms with the same fervor that consumed their lessons and their interactions with students, fellow faculty members, and the administrators.

### Componential Analysis

I asked myself structured questions such as:

1. How are enthusiastic teachers different from the mechanistic and angry teachers?

The enthusiastic teachers were relatively inexperienced. They had typically taught for less than ten years. They engaged in frequent interaction with their students while seeming to enjoy the students. The enthusiastic teachers seldom issued punish work. They typically spoke quietly and calmly to their students. The mechanistic and angry teachers rarely interacted with the students, spoke in loud, shouting voices, and issued punish work frequently. I also observed that their faces never softened in reaction to classroom situations.

2. How are enthusiastic teachers and angry teachers different from mechanistic teachers?

The enthusiastic teachers and the angry teachers were both passionate, active, and time conscious. The mechanistic teachers, however, were impassive, monotoned, and unthinking.

#### Descriptive Statistics

While the mechanistic teachers made up 40.5% of the observed teachers, the angry teacher domain comprised 33.3% and the enthusiastic teachers made up remaining 26.2% of the teachers observed. The enthusiastic teachers were almost evenly divided between instruction-related and non-instruction related. Fifty-nine percent of the mechanistic teachers were classified as instruction-related mechanistic with the remaining 42% categorized as non-instruction related mechanistic.

There were two and one-half as many non-instruction related angry teachers observed as instruction related angry teachers.

#### School D: Interview Data

The interview data were collected from eight teachers through the use of the standardized, open-ended interview technique (Patton, 1990).

The teachers in School D were reluctant to be interviewed, but were anxious to talk about their problems with their students and School D. Since the

teachers spent all of their free time in the teachers' lounge, I had the opportunity to talk to them about the interviews. After they discovered the nature of the questions, they quickly signed up to be interviewed. The interviews each lasted approximately 40 minutes and took place wherever we could find a quiet spot (the library, the gym, the cafeteria, or the back of the teachers' lounge).

#### Teaching Middle School Students

Most of the teachers said they enjoyed middle school students, but initially took the job because "It was the only job available." The teachers often began by commenting that they "did not want to teach middle school students" since they had low motivation, poor reading skills, and no critical thinking skills. One teacher admitted that she still did not like this level, but would not change now since she had developed materials for teaching middle level students. In spite of the fact that she found the materials "not at all interesting" she planned to stay in this school. Several teachers used the exact words, "The school board made me come here."

One teacher said that she did not really enjoy teaching middle school students because "The students are allowed to behave inappropriately simply because they are going through a stage." She added that she

thought that the "Students have been allowed to take over and that the standards of behavior are much lower that when I was going through that stage." She said she took this assignment because her supervisor thought that she would do a good job in this position.

Only one teacher said that she did her student teaching in a middle school and enjoyed it. She admitted that she searched for a middle school job. Another teacher said that after teaching for several years in an elementary school she transferred to a middle school "just to do something different."

#### Flexibility and Innovation

The teachers in School D disagreed over the importance of flexibility and innovation in the classroom. They all agreed that flexibility was essential to survival, but generally agreed that they were too busy and harassed to be innovative.

A teacher admitted that she was "torn about the subjects of flexibility and innovation." She said she realized the importance of controls on curriculum to assure that the basics were covered. She continued by saying that "teachers must be free to teach according to his/her own style to assure that creativity in teaching was preserved." She concluded by saying that "This is not an assembly line process."

Several teachers mentioned "survival" and "accommodating the needs of the students" with most teachers recognizing that the students in School D did not learn in traditional ways. One teacher mentioned that teachers must be prepared to "compete against the high tech media." She added that "simple lecture, pencil and paper activities, and other teacher-centered activities do not keep the majority of the students tuned in."

#### Student Effect on Teacher Effort

Every teacher responded that the students did have an effect on their effort levels. Most teachers agreed with one teacher's comment that "I teach for the students who will study and benefit from my efforts." Many teachers felt that when they had a class with the majority of uninterested, failing students, they did not try as hard since their efforts would go unappreciated. Several teachers mentioned that they were most affected by the behavior of their students, not their learning difficulties.

One teacher admitted that when she was "totally exasperated with the students" her efforts did decrease, but hoped generally that she was not affected by their behavior or performance. Another teacher felt that by knowing the individual needs of her students, she was motivated to put a lot of effort in insuring that



her lessons and activities were interesting and stimulating. She admitted that she spent more time finding appropriate lessons for her three most difficult students to motivate, than for the rest of the students.

#### Faculty Initiative - Attainment of Goals

This faculty did not express belief in the statement that high teacher initiative leads to attainment of desirable educational goals. One teacher seemed to speak for the rest when she said that

I believe this would be true if we could implement what we know needs to be done. We are allowed to do whatever we want to do academically in the classroom, but we cannot succeed because we are not allowed to have control over discipline. We all know how to solve the discipline problems but "the system" won't cooperate. Nothing can be accomplished without discipline.

Several teachers said that the faculty had little to do with the outcomes of goals. One teacher remarked that in general she believed the statement to be true, but she added that "Contrary to some people's beliefs I believe some students cannot be helped, therefore cannot reach any goals at all because they do not want to succeed." Other teachers stated that the statement omitted "the parental factor" without which desirable educational goals are seldom attained.

#### Development of Skills and Abilities

The general agreement was that teachers were encouraged to attend workshops, seminars, in-services,

college classes, and professional conferences to grow professionally. Several of the teachers said that they have "never found them to be useful."

Several teachers said that since they taught "low priority subjects" they were put on "the back burner" when teachers were selected to attend in-services and conferences. One teacher who commented that "Teachers have a lot of freedom in the school to develop as educators as they see fit," asked the question "Is that good enough?"

#### Large, Metropolitan Schools

All of the teachers said that there were no advantages to teaching in a large, metropolitan school. Several teachers added that the large school only created impediments to the educational process because of the lack of facilities needed to handle the personal, emotional, and social needs of the students.

Several teachers also reported disadvantages in spite of the fact that I did not ask them for any disadvantages. The teachers said that due to the school size and the discipline problems found in School D it was impossible to take students on field trips. Another teacher said that large school size did not refer to the size of the school facility, but to the number of students. A teacher added that overcrowding caused a great deal of stress for all - students and

teachers. Several teachers said that the school was currently operating with more than 200 students over capacity. They added that the increase in the number of teachers had not kept pace with the increase in students.

### Feedback

Five of the teachers reported that they received little or no positive feedback from their students. These teachers said that they had learned not to expect any positive feedback. One teacher said that the little positive feedback that she did receive was from the students. She took pride in saying that the students told her that she understood them, that they enjoyed her class, and asked her advice about their problems. Another teacher said that the positive feedback came when students showed an interest in the lessons that she has planned for them. A third teacher stated that her best moments were when her students "look up and realize that they are learning and get excited."

The teachers in School D shared their problems with each other, but that was the extent of their exchange. One teacher said that the other teachers did not know or care to know what goes on in her classroom since they had problems of their own. Other teachers said the rest of the faculty was "unaware" of their efforts in the classroom.

The teachers said that all they could expect from the administrators were their evaluation forms without complaints. Most teachers reported they found that the administrators were "neither helpful or supportive." They added that the principal and his staff were unaware of the teachers' efforts or problems in the classroom.

### Expectations

Most of the comments were along the line that "I thought that it would be bad, but I never imagined that it would be this bad." A teacher commented that she expected to be helpful to her students so they could achieve both academically and personally, but was shocked to discover how few she could help. One teacher said that unfortunately middle school was exactly what she expected - "flowing hormones, broken homes, sex, drugs, and violence." Another teacher said that she expected to observe "apathy on the part of some of the teachers." She also expected to encounter some "very unpleasant behavior" on the part of a few students. She added that both were much more widespread than she thought possible.

Several teachers said that they did not expect for a majority of their students to "just refuse to complete assignments." One teacher said that she expected the students to be able to read and develop coordinated thoughts in an essay form. She commented

"Boy was I surprised!" She said that she was shocked to discover that the students expected a grade and refused to take responsibility for their actions or education. Another teacher said that she did not expect the bad attitudes of some students and their disrespect for adults in general. One teacher remarked that she was not prepared "for the large scale apathy on the part of most of the students."

#### Hard Work

Most of the teachers agreed with the teacher who commented that she believed that good teaching was a result of hard work. She added that she was willing to work hard but teachers "must be given some reason to believe that success is possible."

Another teacher stated that "Good job performance is a function of the effort of the teacher, but student performance is not related to teacher effort." A teacher added that teachers were forced to work very hard to fulfill the demands that were placed on them by "society, administrators, and students."

#### Previous Experience

Three of the eight teachers interviewed were certified in secondary education. Only one teacher had elementary school experience. The other four teachers were elementary certified but only had middle school experience.

### Summary of Interview Data

Most of the teachers in School D took a middle school job because it was "the only job available." Few teachers admitted that they enjoyed teaching in a middle school. Many of the teachers stated that they had to be flexible to "survive" but did not have the time to be creative or innovative.

The teachers agreed that their students had an impact on their effort levels. They responded that negative behavior by students affected them greatly. The teachers did not believe that high initiative on their part would result in attainment of desirable educational goals. They agreed that the students and their parents must be interested for the students to achieve academically.

The teachers recognized they had opportunities to develop their skills and abilities but questioned whether it should be their responsibility alone. The teachers did not believe that there were any advantages, but numerous disadvantages to teaching in a large, metropolitan school. The teachers said that most of the feedback they received was from their students. They said that they would appreciate support and feedback from their peers and administrators but had learned not to expect any.

The teachers' expectations concerned the difficulty of teaching in a middle schools. They were only surprised to discover that teaching in middle level schools was much worse than they expected. The teachers recognized that hard work was required to be effective, but that hard work did not ensure the achievement of students.

Most of the teachers were elementary certified with only one teacher actually having taught in an elementary school. Three of the teachers were secondary certified.

#### School D: Written Document Data

The principal in School D gave me a student handbook, a school newspaper, and a copy of a school letter sent home to the parents. The handbook was a folder on which was printed a school calendar, the school policies, and the minimum requirements for high school graduation.

The assistant principal in charge of instruction is responsible for producing a monthly school newspaper. The paper contained stories about classroom news, fundraisers, progress reports, games, cartoons, and dates to remember. The newspaper contained clip art and was extremely well prepared.

The school letter sent home to parents discussed a fundraising project to purchase computers for the

library. Dates were listed for candy pickup and dates to return the money. A permission slip was attached to the letter to be signed by the parents before candy could be distributed. The permission slip included the statement that the parents must agree "to assume responsibility for all lost, damaged, or unsold candy."



## CHAPTER NINE: CROSS CASE ANALYSIS OF QUALITATIVE DATA

Cross-case analysis involves grouping together answers from different people or groups to common questions or analyzing different perspectives on central issues (Patton, 1990).

Since I employed a standardized, open-ended interview technique to collect qualitative data, I found it feasible to do a cross-case analysis of the responses between the schools. The method of contrast which emerged from the data analysis was a comparison of the four schools on the basis of the effects of students on the effort levels of middle school teachers, the role of flexibility and innovation in middle schools, the attainment of desirable educational goals, the development of the skills and abilities of educators, the influence of school size and community type on middle schools, the hard work involved in teaching, the teachers' expectations about teaching in a middle school, the previous teaching experience of the middle school teachers, and the teachers' reasons for taking a middle school position.

### Analysis of Data

#### Student Effect on Teacher Effort

The initial response from most of the teachers interviewed was that the students had little effect on their effort. The teachers were often reluctant

to admit that students could affect their teaching effort, but most teachers eventually admitted that they were affected both positively and negatively.

Table 9.1 illustrates the comparison of responses from the middle school teachers in the four schools on the students' effect on the teachers' efforts.

Table 9.1 Student Effects on Teacher Effort

School	Force of Motivation	Community Type	Effect on Effort	Quotes
A	H	NM	+/-	"It hard to motivate yourself when there is a lack of effort on their part." "My effort corresponds to the efforts of my students."
B	L	NM	-/+	"The more my students contribute, the more I contribute." "When they are restless and inactive, I back off." "I have to be given a reason to work hard."
C	H	M	0/+/-	"Non motivated students get little or no effort from me." "I can't afford to be affected by their bad attitudes." "I put forth my best effort no matter what they do."
D	L	M	-	"When I get totally exasperated with them, my efforts decrease." "I ignore students who do not want to work hard." "Their behavior affects how hard I try."

Note. H= High, L= Low, NM= Non Metropolitan, M= Metropolitan

"+"= Positive effect, "-"= Negative effect, "0"= Neutral effect

The students' effects on the teachers' effort are listed as positive, negative, or neutral. A positive effect means that the teachers perceived themselves as positively influenced by the active, engaged students which results in high levels of teacher effort. A negative effect means that the teachers perceived themselves as negatively influenced by the

passive, disengaged students which results in low levels of teacher effort. A neutral effect means that the teachers did not perceive themselves as influenced by the students which results in consistent levels of teacher effort. Also short quotes from the teachers are included to serve as examples of their interview responses.

### Flexibility and Innovation

The teachers in the four schools stressed that flexibility and innovation in teaching styles and methods were extremely important for middle school teachers. Several teachers, however, suggested that they were too busy or too overworked to incorporate innovative techniques into their methods. Table 9.2 displays the comparison of responses from the middle school teachers in the four schools on their beliefs concerning the importance of flexibility and innovation in their teaching styles and methods.

Table 9.2 Flexibility and Innovation

<u>School</u>	<u>Responses</u>
A	"These are critical components of middle school teaching." "Before they can learn, I must capture their attention." <u>"When I am innovative, the response from the kids is great!"</u>
B	"At this level it is very important, since the kids change daily." "I must be able to adapt my styles and methods to meet their needs."
C	"Since I teach below level students, I spend additional time and effort locating and planning lessons to meet their needs." <u>"Since my students are never the same, I must follow suit."</u>
D	"Teachers must be free to find their own style. If we don't <u>we will lose the little motivation we still have to come to work."</u>

### Teacher Expectations

The teachers reported that their expectations about teaching in a middle school were often incorrect. Most teachers expressed the opinion that teaching in a middle school was much worse than they expected.

Table 9.3 displays the comparison of the teachers' expectations about teaching in a middle school. The teachers' responses are divided into two categories: the ways that middle school was what the teachers expected and the ways that middle school was different from what the teachers had expected. Short quotes are included to illustrate the sentiments of the teachers.

Table 9.3 Teacher Expectations

School	Expectations	Differences
A	"I expected the level of activity to be high."	"It's a lot more work at home and after school than I expected."
	"They are even more creative than I had expected."	"I expected greater personal motivation."
		<u>"I did not expect the low level of interest."</u>
B	"I expected some discipline problems, but not this bad."	"Students are worse than I expected."
	"Exactly what I expected, face-paced and demanding."	"I expected respect but I don't get it."
		"I expected the kids to be more mature."
		"Students are more active and diversified than I expected."
C	"I expected to like these kids and I do."	"I did not expect to have to teach so many students with so little parental involvement."
	"I expected that these students would still be children and they are."	"I expected students who would achieve academically and personally."
		<u>"I did not expect the bad attitudes."</u>
D	"I expected that it would be bad, but not this bad."	"I was unprepared for the widespread apathy on the part of the students."
	"It's exactly what I expected - hormones, sex, drugs, and violence."	"I expected students to be able to read and write. I was wrong."
		"I did not expect the disrespect for adults."
		<u>"I did not expect them to refuse to work."</u>

### Faculty Initiative - Attainment of Educational Goals

Most teachers agreed that faculty initiative led to attainment of desirable educational goals. Several teachers added that other factors, such as, parental involvement, community support, direction of initiative, and student cooperation were equally important.

Table 9.4 shows the comparison of the teachers' responses to the statement: High faculty initiative leads to the attainment of desirable educational goals.

Table 9.4 Faculty Initiative - Attainment of Goals

<u>School</u>	<u>Responses</u>
A	"This is only a part of the puzzle. Strong parental support and student effort are important." "If students see teachers working hard, they will try harder."
B	"I totally agree teachers must be leaders!" "We have the opportunity to be catalysts for our students." "There is a limit to how much teachers can do."
C	"New, creative ideas capture their attention which gets them more involved. The teacher can use this plan to help the students achieve goals."
D	"This could be true if teachers had the freedom to do what they know needs to be done." "Teachers can only do so much."

### Development of Skills and Abilities as Educators

There was general agreement that the teachers were encouraged to attend college classes, workshops, and seminars. Several teachers complained that they were forced to use their own time and money to attend these professional meetings. Some teachers suggested that they could develop their skills more effectively through informal conversations with their peers.

Table 9.5 presents the comparisons of the teachers' responses concerning the ways they are allowed to develop their skills and abilities as educators.

Table 9.5 Development of Skills and Abilities

School	Responses
A	"Teachers are encouraged to develop and free time is given." "Teachers share informally." "Teachers act independently to develop at any pace."
B	"Teachers are allowed to do whatever they want to do." "I receive very little encouragement to grow professionally or to learn new techniques."
C	"We only have a weak staff development program." "We are encouraged to grow." "Teachers must take the initiative."
D	"We are given a lot of freedom here - probably too much." "Why should I try to grow professionally? Look at where I teach."

#### School Size and Community Type

The teachers in the four schools concurred that teaching in small, rural schools offered the greatest advantages for teachers and students both personally and professionally. The teachers in the smaller schools stated that the smaller schools provided a sense of belonging and community that was impossible in large schools. These teachers also stated that they felt that their students were safer in the environment of the small schools. Most of the teachers in the large, metropolitan schools stated emphatically that the large urban schools offered no advantages for teachers or students. Table 9.6 displays the comparison of teachers' remarks about the impact of school size and community type on middle schools.

Table 9.6 School Size and Community Type

School	Responses
A	"In a small school we get to know families and family situations." "I have a sense of belonging to the community." <u>"My students have less to distract them, so they study more."</u>
B	"I get to know the families better in this small community." "Larger schools could have more resources and more options for my students." <u>"We have fewer problems with drugs, guns, and violence."</u>
C	"We have too many different kinds of problems with students to deal with." <u>"Absolutely no advantages to a large school."</u>
D	"Absolutely no advantages to teaching in a large school." <u>"A large school is impossible to control. The kids run this school."</u>

### Feedback

Most teachers stated that they received continuous feedback from their students. The teachers reported they appreciated student feedback, but needed more feedback from their peers and administrators.

Table 9.7 displays the comparison of the teachers' responses to their need for feedback.

Table 9.7 Feedback

School	Responses
A	"Feedback is student interest and their effort to achieve." "Students thank me." "Only formal evaluation forms from the administrators." <u>"My fellow teachers are a great source of encouragement."</u>
B	"My feedback is the grades of the students." "I like to hear "That was fun!" "I get little from my colleagues and nothing from the administrators."
C	"I get the love of my students." "Peer observation is helpful." "I get good evaluation scores from my students." "I receive positive comments and support from my peers." <u>"The administrators are always here to help me."</u>
D	"I get almost no feedback from the students." "The teachers share problems." <u>"Zero feedback from the administrators."</u>

### Previous Teaching Experience

Most of the interviewed teachers were certified in elementary education with the majority of their teaching experience in middle schools. Table 9.8 displays a comparison of teacher certification, previous teaching experience, and their reasons for taking a middle school position.

Table 9.8 Teacher Certification and Experience

School	Certification	Experience	Reasons
A	E	M	"Middle school is all I know." "I like students this age."
B	E	E/M	"I heard that this middle school was better than the others." "It was the only job that I could find."
C	E	E/M	"I would not teach anywhere else." "I was happy to find this job." "I was forced to relocate."
D	E/S	E/M/S	"It was the only job available." "I did not want to teach middle school." "The school board forced me to come." "It was the first job they offered me."

Note. E= Elementary, M= Middle, S= Secondary

### Hard Work

Most teachers stated that teaching in a middle school was demanding, challenging, and certainly hard work. Some teachers added that hard work did not guarantee success. Several teachers suggested that teaching itself was very pleasurable, but the rest of the job was not pleasurable.

Table 9.9 presents the comparison of the teachers' responses to the statement: Good job performance by a teacher requires hard work.



Table 9.9 Hard Work

School	Responses
A	"You get out what you put in." "Teachers must be easy to start and hard to stop." "Good teaching requires hard work, until you find your style."
B	"I would like to be a teacher who just handed out worksheets each day. It would be easier!" "Preparation is the key to success." "The harder I work, the better I do my job."
C	"You must put in time and effort to find your own personal style and what works for you." "Isn't that the truth." "The actual teaching is fun." "Hard work is not enough."
D	"True, but I must be given some assurance that success is possible." "I work hard but we get no where." "Student performance is not related to teacher effort."

### Summary

Although there were many differences between the cases, the schools seemed to generally fall into two groups. The groups are as follows: Schools A and C and Schools B and D. Table 9.10 displays the contrasts between the groups of schools (A & C, B & D).

Table 9.10 Contrast of School Groups

Dimensions	Schools A & C	Schools B & D
Mean Age	30.6/32.3 years	38.9/41.5 years
Flexibility	H	L
Certification	E	E, S
Grade level experience	M	E, M, S

Note. E= Elementary, M= Middle, S= Secondary

H= High, L= Low

In all four schools the teachers admitted that their efforts were affected by the students. In Schools A and C, the teachers were more positively affected by the students than negatively affected. However,

in Schools B and D, the teachers reported a greater negative effect from the passive, disengaged students than a positive effect from the alert, engaged students.

Most of the teachers in the four schools recognized the importance of flexibility and innovation in middle school teaching. In the small schools, the teachers concluded that they were forced to be flexible and innovative to meet the needs of their students, to capture their attention, and to compete with outside interests. The teachers in the two large schools reported that flexibility and innovation were important. Several teachers in the large schools admitted that they were not flexible or innovative because of a lack of time or since they only taught the basics.

In all four schools the teachers reported that middle schools were not what they expected. However, the nature of their expectations differed. The teachers' expectations in Schools A and C involved how the teachers felt about the students. The teachers remarked about the creativity of the students, how much they liked students of this age, and the activity level of the students. In Schools B and D, the teachers reported that they expected problems with discipline, drugs, sex, and violence, but were surprised by the magnitude of the problems.

The teachers in Schools A and C did not expect the quantity of work that they would have to bring home, their large student loads, or the low levels of student interest and motivation. The teachers in Schools B and D did not expect the students to be "so bad." The teachers in Schools B and D were also surprised by the lack of respect for authority, widespread apathy, refusal to cooperate, and the diversity of the student population.

The teachers generally agreed that faculty initiative was an important factor in achieving desirable educational goals. Most of the teachers added that other factors were of equal importance.

The majority of the teachers in the four schools stated that they did not believe that professional development was totally their responsibility. They admitted that they were encouraged to develop their skills, but were not required to grow professionally.

The strongest responses came from the interview questions concerning school size and community type. An overwhelming majority of the teachers in the small schools stated said that small schools and communities offered numerous advantages for both students and teachers. Every teacher in the large schools stressed that large schools were not advantageous for teachers or students.

The responses concerning feedback were generally consistent. However, the responses from the teachers in the large schools were negative. These teachers commented that they received little or no feedback from the students or administrators. The teachers admitted that they only shared their problems with other teachers.

The teachers in Schools A and C were all certified in elementary education with the majority of their teaching experience in middle schools. Their reasons for accepting a middle school position centered around the teachers' interest in middle school students. The teachers in both schools admitted that they liked students of this age and they were accustomed to the middle school setting.

The teachers in Schools B and D were certified in elementary and secondary education. The teachers in these two schools had experience in elementary, middle, and secondary schools. The teachers' reasons for taking a middle school position varied from "It was the only job available" to "The school board forced me to come here." These teachers did not seem to choose a middle school position as did the teachers in Schools A and C. The teachers in Schools B and D seemed to accept a middle school position as their only option.

In Schools A, B, and C, most of the teachers stated that teaching required hard work, but admitted that the actual teaching was fun. The comments concerning the hard work from the teachers in School D were negative. The teachers in this large, metropolitan school complained about working extremely hard without ever feeling a sense of accomplishment.

## CHAPTER TEN: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Overview

I designed this study to examine the relationship between work motivation and perceived organizational effectiveness by analyzing two theoretical frameworks: 1) the Parsonian framework (1960) and 2) expectancy theory. I included the school characteristics of community type, school size, and school socioeconomic status as predictor variables in this study.

This investigation involved testing a series of hypotheses derived from organizational applications of expectancy offered by Vroom (1964), and perceived organizational effectiveness suggested by Parsons (1960). In this study the criteria for determining effectiveness represents a broad, multidimensional concept and includes quantity and quality of outputs, adaptability, flexibility, and efficiency in the production of the outputs.

In this study I examined the linkage between work motivation and perceived organizational effectiveness in middle schools. I selected middle schools as the focus of this study due to the uniqueness of middle schools. In an attempt to meet the special needs of middle level students, teachers are forced to assume roles and responsibilities beyond that of the elementary or secondary level classroom teacher. These teachers

must demonstrate special understandings and attitudes that are necessary to enable these daily-changing students to succeed. Individual interactions in middle schools as in all schools are guided by work interdependence, communication, and teacher expectations (Miskel et al., 1983).

Several studies were performed in the late 1970s and early 1980s linking work motivation and perceived organizational effectiveness in elementary and high schools. In this study I examined this linkage in middle schools and examined changes over time.

I employed mixed methodologies including both quantitative and qualitative research strategies. Using two methods (quantitative and qualitative) adds strength to the study and validity to the findings. The quantitative methods allowed for the collection of the perceptions of a large number of middle school teachers (659) in 30 schools on a limited set of questions (27). The quantitative data allowed for comparison and statistical analysis which generates a broad generalizable set of findings.

The qualitative approach provided the in-depth, detailed data necessary to investigate outlier cases through the use of observations, interviews, and written documents. Qualitative methods helped confirm the

quantitative findings and increased the understanding of a smaller number of cases.

### Summary of Findings

#### Quantitative Findings

The quantitative results of this study, based on a survey of 30 middle schools which included 659 middle school teachers, showed that work motivation and the three school characteristics of community type, school size, and school socioeconomic status were significant predictors of perceived organizational effectiveness when the individual teacher was used as the unit of analysis. School size was the only independent variable that was a significant predictor of perceived organizational effectiveness when the unit of analysis was the school. To test the four hypotheses, I employed a multiple regression procedure.

I reported descriptive statistics which showed that the means for the work motivation and perceived organizational effectiveness variables were above the midpoints. The middle school teachers viewed their schools as efficiently producing moderate to high quantities of fair to good quality outcomes and being relatively adaptable. The correlation matrix displayed low to moderate correlations between the work motivation and the school characteristic variables, and perceived organizational effectiveness. The direction of the



relationship was positive between work motivation and perceived organizational effectiveness and negative between the school characteristic variables and perceived organizational effectiveness when the unit of analysis was the individual teacher. In this study school size was the strongest predictor of perceived organizational effectiveness when the school or the individual teacher was used as the unit of analysis.

#### Qualitative Findings

I selected four schools as case studies. I conducted observations and interviews at the end of the first semester. I analyzed the data from the case studies through the use of case analyses and cross-case analysis. Finally, I compared the four schools on the basis of the work motivation of the teachers and the interview questions (See Appendix J).

The domain analyses of observation data revealed that the teachers fell into the following divisions: activity level of the teachers (School A); teaching styles and methods (School B); central interests of the teachers (School C); and the demeanor of the teachers (School D).

The work motivation scores divided the schools into two categories: Schools A (mean= 1953) and C (mean= 1897), and Schools B (mean= 1350) and D (mean= 1365). A high work motivation score indicated that

the educator believed that he/she had the ability to teach at the desired level (high expectancy), their performance will earn them rewards (high instrumentality), and the outcomes attributed to their effort will be personally valuable (high valence).

The schools, however, did not follow the pairings (A and C, B and D) throughout the qualitative portion of the study. Most of the teachers in the four schools recognized the need for flexibility in the classroom. In the small schools (Schools A and B), the teachers stated that they were forced to be creative to compete with their students' out-of-school activities. Many of the teachers in the large schools (Schools C and D) stated that they were too busy teaching the basics or trying to survive to be innovative.

Most of the teachers stated that they wanted more feedback from students, peers, and administrators. The majority of the teachers believed that the end of the year evaluation forms were the only feedback that they could expect from the administrators.

The answers to the interview questions about size and community type evoked strong, passionate responses from the teachers in the large schools (Schools C and D). Every teacher questioned in the large schools stated without hesitation that large, urban schools did not offer any advantages for teachers or students.

The teachers spoke endlessly about the disadvantages of the large, urban schools while praising small, rural schools. The teachers in the small schools acknowledged that they were fortunate to teach in these schools. Most of these teachers stated that they feared the drugs, sex, and violence prevalent in large schools.

The teachers in the schools with high mean scores on the work motivation variable (Schools A and C) were all certified in elementary education with little teaching experience other than in middle schools. The teachers in the schools with low mean scores on the work motivation variable (Schools B and D) had a variety of certifications and teaching experience at all grade levels.

### Discussion of Quantitative Findings

#### Work Motivation

Several researchers have found that correlational coefficients between work motivation and perceived organizational effectiveness are typically low in the first semester and grow stronger over the course of the year (Miskel, 1982; Miskel et al., 1983). Miskel (1982) questioned whether work motivation exists in the beginning of the year and is simply not recognized or whether the work motivation factor starts from zero each year and increases as the year progresses. These studies suggest that new faculty members and students

who enter the school each fall, require time to understand the expectations and norms of the school. Miskel (1982) concluded that these new characters "disrupt the continuity of patterns" for even the experienced teachers and students (p. 24).

#### Community Type

The correlation between community type and perceived organizational effectiveness was negative and not strong ( $r = -.18632$ ) when the unit of analysis was the individual teacher. The results of this study indicate that as the community type changes from rural to urban, the teachers perceive the schools to be less effective.

Lomotey and Swanson (1989) report that urban schools are characterized by high dropout rates, high numbers of discipline problems, large class sizes, busing problems, lack of purpose and direction, and high ethnic diversity which make the establishment of school goals and norms difficult.

Lomotey and Swanson (1989) report that rural schools are characterized by a strong sense of community and belonging. Rural schools at one time were also characterized by a limited curriculum. Recent technological advancements have altered this situation. Therefore, the teachers' perceptions that urban schools

are less effective than rural schools has a basis in research.

### School Size

In this study, I found school size to be the best predictor of perceived organizational effectiveness. These results indicate that teachers believe that as school size increases, the schools are less effective.

Lomotey and Swanson (1989) cite the Carnegie Foundation's study, High School, which reports that over the past several decades small schools have provided students with a greater opportunity for participation and greater emotional support than large schools. This study was conducted in high schools, but the implications are relevant in middle schools. It is imperative for middle school students to bond with their schools, teachers, and peers. The smaller schools could provide more student participation and emotional support that has been found to be so vital for middle level students (Arhar & Kromrey, 1993).

Lomotey and Swanson (1989) also suggest that due to recent advances in technology, schools do not have to be large to provide a diverse curriculum. Franklin and Crone (1992) found that in Louisiana, large schools are not educationally effective for low SES students. Walberg and Fowler (1987) in their study of schools in New Jersey concur with these findings.

Miskel, Fevurley, and Stewart (1979) in their study of 114 schools, which included 78 elementary schools, reported that size was not a significant predictor of perceived organizational effectiveness. These results could be attributed to the large number of elementary schools in the study. Most states have strict, enforced guidelines concerning the maximum number of students in elementary classes. Therefore, the elementary teachers may not be as affected by the size of the school as middle school teachers since their class size is restricted. In Louisiana, middle schools can have up to 35 students in each class in a seven period day. The middle school teachers are therefore more likely to be affected by the size of the school than elementary school teachers.

#### School Socioeconomic Status

The direction of the correlation between school socioeconomic status and perceived organizational effectiveness was negative and the strength was relatively weak ( $r = -.04867$ ) when the unit of analysis was the individual teacher. As the free lunch count increases, the teachers perceive the schools to be less effective. In the regression equation, school socioeconomic status was found to be a significant predictor of perceived organizational effectiveness when the unit of analysis was the individual teacher.

These results are supported by Arhar and Kromrey (1993). They found that low income communities are subject to "more problems of value conflict between the home, the community, and the school" (p.16). The findings of the study by Arhar and Kromrey (1993) indicate that in high SES schools a high value is placed on education, which places demands on teachers to have higher expectations of their students. These higher expectations result in higher achievement for students. Arhar and Kromrey (1993) propose that teachers in low income schools should be sensitive to the community problems and offer students stronger social support in schools.

#### Additional Quantitative Findings

Expectancy, a subconstruct of work motivation, was found to be more highly correlated to perceived organizational effectiveness ( $r = 0.16323$ ) than the overall score for work motivation ( $r = 0.15750$ ) when the unit of analysis was the individual teacher. Expectancy refers to the "subjective probability or degree of certainty that a given effort will yield a specified performance level" (Hoy & Miskel, 1991, p.179). Expectancy is high when an individual believes that a given level of activity will result in a specific level of achievement. Therefore, the educator believes that his/her effort is related to student performance.

Work motivation differs from expectancy in that it includes the concept of a valued reward resulting from the performance. This study suggests that middle school teachers perceive that their school organizations are more effective when their effort results in the increase of student achievement or performance. The results of this study indicate that teachers are more likely to describe the schools as effective if there is an increase in student performance than if they believe that they will receive a reward for the increase in performance.

Valence, a subconstruct of work motivation, refers to "the perceived positive or negative value, worth, or attractiveness that an individual ascribes to potential goals, outcomes, rewards, or incentives for working in an organization" (Hoy & Miskel, 1991, p.180). Valence can be described as the strength of a person's desire for a particular reward, not the real value received from the reward (Pinder, 1984). Valence was not found in this study to be significantly correlated to perceived organizational effectiveness. The results of this study indicate that middle school teachers' feelings of accomplishment, recognition, or competence do not result in the teachers perceiving the school organization as more effective.



These findings indicate that middle school teachers have a narrow perception of the organizational effectiveness of their schools. The results of this study suggest that middle school teachers perceive student achievement as an important factor in determining the organizational effectiveness of their schools. These results also indicate that this narrow definition of organizational effectiveness could be the reason why the correlation between work motivation and organizational effectiveness is low ( $r = 0.15$ ) when the unit of analysis was the individual teacher. Teachers who are in schools where classroom grades and standardized test scores are low, may perceive the organization as less effective since student performance was low. These results, however, do not suggest that valence is low. In this study, the valence mean is relatively high (mean = 34.43, standard deviation = 3.85) when the unit of analysis was the individual teacher. Middle school teachers admitted that the increase in student achievement provided them with great personal rewards, but they did not link these personal values to the effectiveness of their schools.

#### Discussion of Qualitative Findings

The schools in each pair (Schools A and C and Schools B and D) were also similar in their attention

to time, variety of teaching methods, attention to student behavior, hall monitoring, and use of the faculty lounge.

The principals in Schools A and C were extremely time conscious. They made sure that everyone was aware of where they were supposed to be and what they were supposed to be doing, not by constant reminders, but by adhering to a well organized routine. The principals in Schools B and D were constantly making announcements about schedule changes and about upcoming events. The teachers and students seemed to ignore these announcements. The students in Schools B and D were constantly in the halls after the tardy bell and during class.

In Schools A and C, the teachers employed a much wider range of teaching methods than the teachers in Schools B and D. The mean age for the teachers was 30.6 years in School A and 32.3 years in School C. In School B the teacher mean age was 38.9 years and it was 41.5 years in School D. These results suggest that the younger teachers in Schools A and C were more likely to employ a variety of teaching methods than the older teachers in Schools B and D. This could be attributed to recent reforms in university and student teacher training or to the fact that the younger

teachers are still experimenting with a variety of methods to discover their own particular style.

The teachers in Schools A and C were generally more attentive to student behavior than the teachers in Schools B and D. The teachers in Schools A and C did not overlook behavior problems and were generally more involved with their students. They did not simply correct misbehavior, but praised good manners and good behavior. The teachers in Schools B and D tried to ignore all but the most serious problems. These teachers spent a large amount of their time humiliating, punishing, and yelling at the students. They generally seemed to lack the patience necessary to teach middle level students. The actions and reactions of the teachers could also be attributed to the difference in the mean ages or experiences of the teachers.

The teachers in Schools A and C monitored the halls between classes. These teachers stood in their doors welcoming their students and supervising the halls. The teachers in Schools B and D did not monitor the halls between classes. They typically sat at their desks and waited for the next class to enter. Several teachers used these short breaks to visit other teachers or to get a cup of coffee from the lounge.

The teachers in Schools A did not have access to a teachers' lounge. The principal said that he

did not believe that the teachers would miss the lounge since they seldom used it. The teachers in School C seldom entered the lounge. During my three day visit in School C, I did not observe a single teacher sitting in the lounge. The teachers in Schools B and D, however, spent all of their free time in the lounge. These rooms were large and comfortably furnished. They were well equipped with telephones, desks, teaching supplies, copiers, laminating machines, and restrooms. The teachers congregated in the lounge before, during, and after school. After the morning bell rang for classes to begin, the teachers often lingered in the lounge and office area. They periodically slipped into the lounge between classes for a cup of coffee or a brief visit with fellow teachers. Several teachers commented that the lounge was their "safe haven".

#### Qualitative Research as Confirmation for Quantitative Findings

The qualitative results support the quantitative findings and add depth and detail to the study. In the quantitative portion of the study, school size was found to be the best predictor of perceived organizational effectiveness. In the qualitative portion of the study, I asked the following interview question: "What are the advantages of teaching in a relatively large (or small) school?" The teachers in the small schools were totally in support of small

schools because they felt that the small schools provided a sense of belonging, family, and community. Small schools were reported by the teachers to allow the teachers, students, and parents to get to know each other on a more personal basis. The teachers in the large schools did not report anything positive about teaching in a large school. Teacher after teacher commented that there were absolutely no advantages to teaching in a large school. Several teachers added that the large schools were only impediments to their attempts to meet the personal, emotional, and social needs of the students. These teachers added that large school size typically meant overcrowding, large class loads, and an uninterested and overworked administration.

In an examination of the means for the subconstructs of work motivation, expectancy, valence, and instrumentality, the qualitative data provides support for the quantitative data. In School A, the mean for instrumentality was relatively high (mean= 36.400, standard deviation= 3.089). Instrumentality is high when educators believe there is a strong association between performance and being rewarded. The principal in School A publicized the names of the teachers and the outstanding students of the month on a large sign in front of the school. The principal

announced the names of teachers who have won grants, awards, or special recognition at faculty meetings and during morning announcements. It was evident that the teachers in School A spent a lot of time planning their lessons and received a great amount of personal satisfaction from doing a good job. During the interview sessions, several teachers discussed their feelings of accomplishing something worthwhile when student achievement was high.

In School B, the expectancy mean was relatively low (mean= 10.235, standard deviation= 2.969). Expectancy is low when educators believe that their efforts are unrelated to student performance. During the interview sessions, several teachers mentioned that they did not expect a lot from their students, since 65% of them were on the free lunch program. Some teachers remarked that they did not attempt to be innovative since they only taught the basics, so style did not matter. Other teachers reported that when the students were active and uninterested, they exerted very little effort in the classroom.

In School C, the valence mean was relatively high (mean= 35.485, standard deviation= 2.647). Valence refers to the strength of a person's desire for a particular award. In School C, the principal selected teachers to attend workshops, conferences, and

in-services during school time. Being selected to attend these meetings was prized by the teachers. Several teachers admitted that they tried to improve student performance so that they would be selected to attend meetings. After these meetings, the selected teachers were allowed to conduct faculty meetings to share the information with their peers. Several teachers mentioned that they were jealous of the "really good teachers."

In School D, the mean for perceived organizational effectiveness was relatively low (mean= 28.478, standard deviation= 4.305). Perceived organizational effectiveness is low when the teachers do not perceive that the school is adaptable, flexible, efficient, or producing quality or a quantity of outputs. In an item analysis of the survey used to measure perceived organizational effectiveness (IPOE), two items were scored relatively low by the teachers in School D. The first item concerned the efficient use of resources and equipment in the school (mean= 3.696, standard deviation= 0.974). The second item involved the ability of the faculty to anticipate problems and prevent them from occurring (mean= 3.391, standard deviation= 0.783).

The results of the item analysis were supported by qualitative data. Several teachers complained that the school was given a fresh coat of paint every year

and 12 rooms were retiled over the Thanksgiving holidays, but each teacher still received only one set of 30 textbooks. The teachers said that they could not understand why the office area had been redecorated when the students did not have textbooks to take home.

Not only did some of the teachers fail to anticipate and prevent discipline problems, but many teachers overlooked all but the most serious problems. I observed several classes where the teacher sat silently in front of the classroom while students argued and cursed at each other and at the teacher.

#### Additional Depth from Qualitative Research

The qualitative research findings support the quantitative findings and go beyond the quantitative findings to add detail to middle school teachers' perceptions on work motivation and perceived organizational effectiveness. Several important themes arose in the qualitative portion of the study which went beyond the quantitative results.

One important theme of the qualitative research was the impact that students had on the teachers' effort. Work motivation can be defined as "the complex forces, drives, needs, and tension states, or other mechanisms that start and maintain work-related behaviors toward the achievement of personal goals" (Hoy & Miskel, 1991, p.168). Since the majority of



the middle school teachers interviewed stated that their students had both positive and negative effects on their effort levels, it is important to examine the effects on teacher effort.

The teachers were often reluctant to admit that their students could affect their teaching effort, but most teachers eventually admitted that their work motivation was affected by the students. A positive effect meant that the teachers perceived themselves as positively influenced by the active, engaged students which results in high levels of teacher effort. This could result in an increase in student achievement which could result in the teachers perceiving the school as more effective.

A negative effect meant that the teachers perceived themselves as negatively influenced by the passive, disengaged students which could result in low levels of teacher effort. This low level of teacher effort could result in a decrease in student achievement which could cause the teachers to perceive the school as less effective.

Another theme that arose from the qualitative data was the inaccurate expectations of the middle school teachers. Most teachers admitted that teaching in a middle school was much worse than they expected. They reported that they did not expect the intensity

of the problems concerning discipline, student motivation, parental involvement, weapons, sex, and the use of drugs. These unexpected problems could result in the teachers perceiving the schools as less effective since the teachers perceived the schools as unable to solve these problems.

Another important theme from the qualitative research was the teachers' need for administrative feedback. An overwhelming majority of the teachers admitted that the only feedback that they received from the administrators was their end of the year evaluation forms. The teachers reported that they would appreciate comments from the administrators throughout the year. This perceived lack of administrative support could result in a lack of enthusiasm and creativity on the part of the teachers. This decline in enthusiasm could affect teachers' efforts in the classroom. If the teachers exert less effort, then student performance could decrease which could result in the teachers perceiving the school as less effective.

### Conclusions and Discussion

Quantitative and qualitative results show that work motivation is a significant, positive predictor of perceived organizational effectiveness when the unit of analysis is the individual teacher. The school

characteristics, community type, school size, and school SES are significant predictors of perceived organizational effectiveness in the negative direction when the unit of analysis is the individual teacher. School size was the best predictor of perceived organizational effectiveness in this study.

A secondary purpose of this study was to examine the linkage between work motivation and perceived organizational effectiveness in middle schools and to examine changes over time. The linkage between these variables in studies conducted in elementary and high schools in the 1980s revealed stronger correlations between the variables (Miskel, 1982; Miskel et al., 1983). The correlations ranged from .31 in the first semester to .53 in the second semester (Miskel et al., 1983). The correlation between the variables in this study was .16 at the end of the first semester when the unit of analysis was the individual teacher. Obviously, there is a significant difference in the correlations which could be attributed to changes over time or type of school.

The unexplained variance in the Miskel (1983) study was less than the unexplained variance in this study. Teachers' perceptions of organizational effectiveness could be affected by different factors in the 1990s than in 1980s. For example, if today

schools are perceived as having difficulty coping with problems, such as drugs, weapons, and violence, the teachers could perceive the schools as less effective.

It is important for administrators to be knowledgeable about why people behave as they do. This knowledge could enable educational leaders to understand the causes of teacher behavior, predict reactions to administrative actions, and direct behavior to achieve educational goals (Lawler & Nadler, 1977). Therefore, a thorough understanding of the perceptions of teachers is imperative for administrators in the 1990s.

In spite of organizational effectiveness being defined by test scores by educators and others, teachers must be encouraged to broaden their definition of effectiveness. Teachers and others must learn to recognize the importance of the school's role in developing motivation, creativity, self-confidence, aspirations, and expectations (Hoy & Miskel, 1990).

#### Middle School Issues

Beyond the results of the quantitative and qualitative analyses, several reform issues emerged from this study of perceived organizational effectiveness. The first issue involved the need for training and certification for teachers and principals in middle level education. The difficulty for middle

school teachers and principals is that most of their experiences comes as on-the-job training which can lead to situations that overwhelm the teachers and principals.

Middle schools in Louisiana are staffed by teachers and administrators with elementary or secondary certification. Secondary-certified teachers and principals may not be sensitive to parents' needs for information about and involvement with middle level students (Epstein, 1990). Elementary-certified teachers and principals may be unwilling to put into practice the reform strategies recommended for middle level grades. The elementary-certified teachers and principals might not accept the use of interdisciplinary teams, common planning time, exploratory or mini courses, and flexible scheduling that could enable middle school students to succeed (Epstein, 1990). Universities and state boards of education must recognize the need for and develop plans for middle level education training and certification for teachers and principals.

A second issue that emerged from this study was that many middle schools are still operating as mini-high schools. Despite the movement in the 1960s to change junior high schools into middle schools which would be sensitive to the needs of middle level

students, little progress has been made. The original middle school concept was to build places where 10 to 14 year old students could "learn in ways tailored to their growth spurts and the marked diversity of their age group" (Cuban, 1992, p.242-43).

In a 1988 national study of 2400 schools by a team of researchers at Johns Hopkins Center for Research on Elementary and Middle Schools it was found that the emphasis was on drill and practice in language basics, arithmetic, and facts in science and social studies (Epstein, 1990). The researchers reported that "typical classes in all subjects emphasize more passive than active learning and more attention to teaching than to learning strategies" (Cuban, 1992, p.246). Cuban (1992) adds that middle schools are still characterized by the vestiges of junior high schools: departmentalization, teachers teaching separate subjects, short class periods of approximately 50 minutes, teacher-centered instruction, students grouped by ability, and little correlation of content between departments.

While some middle schools may have been reformed, the majority remain unchanged from their junior high predecessors. Cuban (1992) adds that fundamental change must be made in local leadership, acquisition of resources, parental involvement, stability of staff,

and teacher training in middle level education. In the four weeks that I spent observing middle schools, there was little evidence of middle school reform. There was talk in each school about interdisciplinary teams, block scheduling, and hands-on learning strategies. However, only one school (School C) displayed evidence of acceptance of these reform strategies.

### Implications of the Study

#### School Size

The finding that school size was the best predictor of perceived organizational effectiveness by middle school teachers must force parents and educators to wonder, "How big should a middle school be?" Typically middle school students are housed in large, old high schools. Rarely do school districts design and build a facility to suit the needs of middle level students. In spite of being located in large buildings, middle schools can still capture the feeling of belonging by creating "communities for learning" in large school buildings (Epstein, 1990). These smaller houses or clusters could create a "responsive environment" that could provide middle school students with the needed care, support, and challenging programs they require to increase their learning.

Epstein (1990) reports that by employing the school-within-a-school concept, the size of the school building should not have an impact on the quality of the instructional programs or on the success of the middle level students. Epstein (1990) adds that since few schools use the cluster or house concept, size may still be a problem in a significant number of middle schools.

#### Definition of Perceived Organizational Effectiveness

The results of this study imply that teachers still view organizational effectiveness one dimensionally, as student achievement. In order to improve teachers' critical perspectives of their school organizations, they must learn to view organizational effectiveness in a much broader way. Improving teacher perceptions of the school organization could result in higher teacher effort, an increase in student performance, and reduced early exit rates of teachers from the profession.

#### Follow Up Study

A follow up study is deemed appropriate due to the complexity discovered in exploring both variables. The study would be a multi-variate research study exploring the relationships between the four sub-elements of perceived organizational effectiveness (adaptability, goal attainment, integration, and



latency) and the three sub-elements of work motivation (expectancy, instrumentality, and valence). A canonical correlation would be used to describe the strength of the relationship between the three independent variables (sub-elements of work motivation) and the four dependent variables (sub-elements of perceived organizational effectiveness). Using the canonical correlation, a multi-variate method would allow the researcher to look at the relation between two sets of variables at one time.

#### Recommendations for Further Study

One of the major themes of the study involved middle school teachers' perceptions of work motivation and organizational effectiveness. There is a need for additional theory and research to improve the understanding of these multidimensional concepts. In the present study I used an approach that worked adequately. However, additional variables, such as academic achievement, student attitudes, school structure, use of technology, and leadership styles would strengthen the perceived organizational effectiveness model.

The linkage between work motivation and perceived organizational effectiveness was examined at the end of the first semester. It would be interesting to check this linkage at the beginning and at the end

of the year to see if the linkage exists at the beginning of the year or whether the linkage starts over each year. This linkage could also be examined to see if it grows stronger over the course of the year.

More information is needed concerning the middle schools that have been "reformed". Data need to be gathered to determine what has changed in these schools due to the reform strategies. Also an examination of middle schools in states that provide training for middle level educators is warranted.

#### Middle School Reform

Reform of middle schools has been a topic of discussion since their inception in the 1960s. Unfortunately, many school districts do not consider adopting middle school reform strategies until the situation becomes dire. Only when faced with high suspension rates, high dropout rates, and low student achievement, do some districts attempt to solve their problems by adopting reform strategies.

Findings from the John Hopkins study indicate that seven of the most commonly discussed strategies were significant predictors of positive ratings of middle grade programs (Epstein, 1990). The strongest predictor of higher ratings of the quality of the programs was the use of common planning periods for

members of the interdisciplinary teams. Other significant predictors of high ratings were flexible scheduling, common planning periods for departments, eight period days, activity periods for all students, and cooperative learning strategies with group rewards for academic achievement (Epstein, 1990). Flexible scheduling is an intriguing concept since it would allow the teachers to change the class periods from day to day. Flexible scheduling could add variety to the instructional activities and meet the needs of a larger group of students.

In addition to the previously mentioned strategies, other suggestions are being considered for reforming middle schools. First, each school could have advisors assigned to 20 to 30 students. These advisors would meet weekly with the students forming personal bonds and checking on student problems and academic progress. Second, block scheduling could be used to reduce the number of teachers for each student. Third, teaching styles could be more student-centered incorporating more hands-on activities. Fourth, schools within schools could be established in large middle schools to foster a sense of belonging and community.

These strategies could result in the teachers and their students forming relationships which could allow the students a greater sense of belonging. In

a study of poor achievers and dropouts in middle schools, Arhar and Kromrey (1993) found that these students felt a lack of connection with the school and their teachers, believed that no one cared about them, and found school to be boring. Arhar and Kromrey (1993) concluded that students must view schools as a worthy investment of their time and energy.

Teachers' perceptions of work motivation and organizational effectiveness must continue to be examined to provide insights into educator effort. Additional research must be done in this area to explain the wide variations of behavior and teachers' perceptions in educational organizations.

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APPENDIX A: SUPERINTENDENT'S LETTER

5938 Riverbend Boulevard  
Baton Rouge, Louisiana 70820  
October 15, 1995

Mrs. Jane Doe, Superintendent  
East Baton Rouge Parish Schools  
1996 School Road  
Port Allen, Louisiana 70767

Dear Mrs. Doe,

I am requesting your permission to contact the middle school principals in your district in order to ask them to participate in a research study. The attached survey is designed to measure teachers' perceptions on work motivation and organizational effectiveness. I am conducting this study as part of my doctoral dissertation at Louisiana State University.

If your permission is granted I will mail each middle school principal in your district a letter indicating your approval to contact them. The letter will request their cooperation in collecting this information from their teachers at a faculty meeting. This survey is designed to take a minimal amount of time to complete.

I would also appreciate your permission to ask the principals if they would allow me to spend three days in the school observing and interviewing teachers for the qualitative portion of this study.

I would greatly appreciate your permission to contact the middle school principals in your district. Please complete the attached postcard and return it to me as soon as possible.

Thank you in advance for your consideration.

Sincerely,

Cynthia Young Wren



APPENDIX B: PRINCIPAL'S LETTER

5938 Riverbend Boulevard  
Baton Rouge, Louisiana 70820  
November 1, 1995

Mr. J. C. Jones, Principal  
Perfect Middle School  
601 North Highland Drive  
Baton Rouge, Louisiana 70802

Dear Mr. Jones,

Mrs. Jane Doe, Superintendent of East Baton Rouge schools has given approval for me to contact you concerning a research study that I am conducting as part of my doctoral dissertation at Louisiana State University.

I am requesting your cooperation in collecting information on teacher perceptions on work motivation and organizational effectiveness. The attached survey is designed to take a minimal amount of time to complete and can be distributed and completed at a faculty meeting.

Please call me at 504-769-1234 if you have any questions about the research study or survey. If I do not hear from you in five days, I will mail you a packet containing surveys for your teachers, directions for collecting the data, and a addressed/stamped envelop for returning the data to me.

Thank you in advance for your cooperation.

Sincerely,

Cynthia Young Wren

APPENDIX C: WORK MOTIVATION  
AND ORGANIZATIONAL EFFECTIVENESS SURVEY

MOTIVATION AND ORGANIZATIONAL EFFECTIVENESS SURVEY

GENERAL DIRECTIONS

It is very important that you be as candid as possible in your answers. Please follow the directions for each section. COMPLETE CONFIDENTIALITY IS ASSURED.

Independent Variable

Expectancy Climate Level (ECL)

Educator Expectancy

Please indicate by writing the appropriate number to the left of each pair of phrases how often it is TRUE for YOU personally that the first phrase leads to the second one.

Response Categories:

- |              |                  |
|--------------|------------------|
| 1- never     | 4- often         |
| 2- sometimes | 5- almost always |
| 3- seldom    |                  |

- \_\_\_ a. High expenditure of teacher energy = high student achievement
- \_\_\_ b. Hard work = goal accomplishment
- \_\_\_ c. High expenditure of effort = high performance

Educator Valences

Different people want different things from their work. Here is a list of things that an educator could have on his or her job. How important is each of the following to you?

Response Categories:

- |                         |                        |
|-------------------------|------------------------|
| 1- less important       | 4- quite important     |
| 2- moderately important | 5- extremely important |
| 3- important            |                        |

How important is...?

- \_\_\_ a. Having positive relationships with students.
- \_\_\_ b. The opportunity to develop your skills and abilities.
- \_\_\_ c. The behavior of your students.
- \_\_\_ d. Positive feelings about yourself as an educator.
- \_\_\_ e. Keeping student frustration at a low level.
- \_\_\_ f. Your students acquiring an interest in the subject matter.
- \_\_\_ g. The chances you have to learn new things.
- \_\_\_ h. The chances you have to accomplish something worthwhile.

Educator Instrumentality

Here are some things that could happen to educators who work with typical students, if they do their jobs especially well. Write on the line preceding each statement the number from the response category that best describes the likelihood of the event occurring after performing your job especially well with regular classes of students.

Response Categories:

- |                      |                     |
|----------------------|---------------------|
| 1- not at all likely | 4- quite likely     |
| 2- somewhat likely   | 5- extremely likely |
| 3- 50-50 chance      |                     |

If you perform your job especially well with your classes, how likely is it that each of these things will happen?

- ☐ a. Your relationships with students will be positive.
- ☐ b. You will have an opportunity to develop your skills and abilities.
- ☐ c. You will have well behaved students.
- ☐ d. You will feel better about yourself as an educator.
- ☐ e. Your students will be less frustrated by learning problems.
- ☐ f. You will have more students who acquire an interest in the subject matter.
- ☐ g. You will be given a chance to learn new things.
- ☐ h. You will get a feeling that you have accomplished something worthwhile.

## Dependent Variable

## The Index of Perceived Organizational Effectiveness (IPOE)

Every educator produces something during work. It may be a "product" or a "service". The following list of products and services are just a few of the things that result from schools:

- |                       |                         |
|-----------------------|-------------------------|
| Lesson plans          | Student learning        |
| Athletic achievements | Community projects      |
| Instruction           | Art and music programs  |
| New curricula         | Teacher-parent meetings |

Please indicate your responses by writing the number of the response on the appropriate line.

- \_\_\_ a. Of the various things produced by the people you know in your school, how much are they producing?
- |                   |              |
|-------------------|--------------|
| 1. low production | 4. high      |
| 2. fairly low     | 5. very high |
| 3. moderate       |              |
- \_\_\_ b. How good is the quality of the products or services produced by the people you know in your school?
- |                 |                      |
|-----------------|----------------------|
| 1. poor quality | 4. good quality      |
| 2. low quality  | 5. excellent quality |
| 3. fair quality |                      |
- \_\_\_ c. Do the people in your school get maximum output from the available resources (money, people, equipment, etc.)? That is, how efficiently do they do their work?
- |                        |                          |
|------------------------|--------------------------|
| 1. not efficiently     | 4. very efficiently      |
| 2. not too efficiently | 5. extremely efficiently |
| 3. fairly efficiently  |                          |
- \_\_\_ d. How good a job is done by the people in your school in anticipating problems and preventing them from occurring or minimizing their effect?
- |                    |                  |
|--------------------|------------------|
| 1. a poor job      | 4. a good job    |
| 2. a fair job      | 5. excellent job |
| 3. an adequate job |                  |
- \_\_\_ e. How informed are the people in your school about innovations that could affect the way they do their work?
- |                        |                  |
|------------------------|------------------|
| 1. uninformed          | 4. informed      |
| 2. somewhat informed   | 5. very informed |
| 3. moderately informed |                  |
- \_\_\_ f. When changes are made in the methods, routines, or equipment, how quickly do the people in your school accept and adjust to the change?
- |                   |                |
|-------------------|----------------|
| 1. very slowly    | 4. rapidly     |
| 2. rather slowly  | 5. immediately |
| 3. fairly rapidly |                |
- \_\_\_ g. How many of the people in your school readily accept and adjust to the changes?
- |                        |                        |
|------------------------|------------------------|
| 1. many less than half | 4. many more than half |
| 2. less than half      | 5. nearly everyone     |
| 3. the majority        |                        |
- \_\_\_ h. How good a job do the people in your school do in coping with emergencies and disruptions?
- |             |              |
|-------------|--------------|
| 1. poorly   | 4. good      |
| 2. fair     | 5. excellent |
| 3. adequate |              |

APPENDIX D: QUANTITATIVE POPULATION  
AND SAMPLE INFORMATION

Size of School	Middle School Population	Population %	Proposed Middle School Sample
< 250	2	1%	none
250-499	40	28%	8
500-749	49	35%	11
750-999	37	26%	8
> 1000	13	10%	3
Totals	141	100%	30

Community Type	Middle School Population	Population %	Middle School Sample
Rural	38	27%	8
Town	24	17%	5
City	14	10%	3
Urban	25	18%	5
Metropolitan	40	28%	9
Totals	141	100%	30

APPENDIX E: DESCRIPTION OF SCHOOLS SELECTED FOR  
THE QUANTITATIVE SAMPLE

School	Survey Ratio	Force of Motivation	Community Type	Size	SES
01	21/30	1720	5	3	65%
02	18/30	1360	3	4	61%
03	21/26	1434	1	3	54%
04	19/30	1697	4	3	51%
05	21/26	1927	4	2	79%
06	15/22	1953	1	4	34%
07	23/29	1770	1	2	72%
08	20/32	1602	2	3	29%
09	30/46	1635	5	3	46%
10	17/21	1350	4	2	65%
11	14/20	1867	1	2	33%
12	24/35	1783	2	4	22%
13	31/43	1895	3	5	31%
14	16/20	1968	1	2	51%
15	9/13	1413	3	2	54%
16	14/22	1653	5	2	62%
17	30/45	1668	4	3	35%
18	18/24	1493	2	2	61%
19	15/24	1190	4	4	52%
20	20/30	1504	5	3	50%
21	31/40	1795	5	3	32%
22	24/35	1787	2	4	79%
23	28/35	2166	1	3	34%

24	25/36	1342	5	3	66%
25	23/35	1365	5	4	51%
26	33/40	1897	5	5	40%
27	24/30	1534	2	3	51%
28	32/40	1593	5	5	56%
29	20/24	1699	1	4	24%
30	14/15	1756	1	4	87%

APPENDIX F: DESCRIPTION OF SCHOOLS SELECTED FOR  
THE QUALITATIVE SAMPLE

School	Survey	Force of	Community	Size	SES
	Ratio	Motivation	Type		
A	15/22	1953	1	4	34%
B	17/21	1350	4	2	65%
C	33/40	1897	5	5	40%
D	23/35	1365	5	4	51%



# APPENDIX G: SEMANTIC RELATIONSHIPS

Included Terms (Different kinds of things)	Semantic Relationships (Linking together of two categories)	Cover Terms (Names of things)
Active Semi-active Inactive	is a kind of	Teacher
Energetic Supporter Explainer Chalkboard user	is a kind of	Active Teacher
Direction giver Student ignorer Teller	is a kind of	Semi-Active Teacher
Sitter Ignorer Pointer Non-explainer	is a kind of	Inactive Teacher
Chalkboard Overhead projector Textbook	is used in	Teaching
Lecturing Cooperative learning Telling Illustrating Hands-on activities Teacher-centered Drill and practice	is a method of	Teaching
Office referral Name on board Writing lines Time out room Teacher comment Teacher ignoring	is a result of	Student Misbehavior
Participation Extension Teacher comment Teacher praise	is a sign of	Student Learning

In class		
On the way to class		
At home	is a time to do	Homework
Copy		
Not at all		

Misbehaving		
Talking		
Cursing	is a way to act out in	Class
Standing		
Pushing the teacher		
Yelling across room		
Refusing to participate		

Ignoring students		
Correcting students		
Talking in lounge	is a way of	Teachers
Complaining to principal	coping for	
Using sick days		

Laughing at wrong answers		
Screaming		
Fussing	is a way to	Students
Yelling	belittle	
Punishing		

Writing lines		
Note sent home		
Coping dictionary		
Writing essays		
Harsh reprimands		
A look		
Pointing	is a way to	Students
TOR	punish	
Skiping recess		
Name on board		
Office referral		
Mild correction		
Saying student name		

APPENDIX H: TAXONOMIC ANALYSES  
SCHOOLS A (DOMAINS 2 AND 3), B, C, AND D

School A Domain 2: Semi-active teachers

Included Terms	Taxonomic Analysis
Chalkboard non-user Stander behind desk Sitter in chair or stool	Physically Semi-active
Comparer Direction giver Humiliater Lecturer Semi-motivator Student ignorer	Verbally Semi-active

School A Domain 3: Inactive teachers

Included Terms	Taxonomic Analysis
Sitter Writer on overhead Clock watcher	Physically inactive
Ignorer Teller Pointer Humiliater	Verbally inactive

School B Domain 2: Drill and Practice teachers

Included Terms	Taxonomic Analysis
Scolder Humiliator Interrupter	Dispenser of Discipline
Reminder Reinforcer Repeater Paper user Workbook user Solemn-faced	Dispenser of Knowledge

### School B Domain 3: Facilitators of learning teachers

Included Terms	Taxonomic Analysis
Rewarder	
Encourager	Dispenser of Discipline
Mild, immediate correction	
Explainer	
Enhancer of textbook	
Extender of learning	
Sharer of Knowledge	Dispenser of Knowledge
Praiser	
Cooperator	
Participator in learning	

### School C Domain 2: Student-centered teachers

Included Terms	Taxonomic Analysis
Giver of directions	
Repeater of lessons	
Reinforcer	
Note giver	Inside the Classroom
Chalkboard writer	
Group work	
Encourager	
Supporter	
Creative lessons	
Field trip planner	
Tutor	Outside of Classroom
Home calls and visits	
Parent-teacher conference planner	
Teacher-student friendship builder	

### Domain 3: Self-centered teachers

Included Terms	Taxonomic Analysis
Workbook user	
Overhead projector user	
Drill and practice	
Sitter	Inside the Classroom
Teller	
Ignores drifters and sleepers	
Apologizer	

Minimal preparation  
 Non-user of essays  
 Blamer of students  
 Complainer

Outside the Classroom

# School D Domain 2: Mechanistic teachers

Included Terms

Taxonomic Analysis

Lecturer  
 Question and answer  
 Note giver  
 Drill and practice  
 Overhead projection user  
 Assigner of seat work  
 Checker of notebooks  
 Grader of papers  
 Reviewer

Instruction related

Ignorer  
 Reader  
 Stander  
 Sitter  
 Overlooks misbehavior  
 Role caller  
 Observer

Non-instruction related

# School D Domain 3: Angry teachers

Included Terms

Taxonomic Analysis

Lecturer  
 Drill and practice  
 Question and answer  
 Comparer of student work

Instruction-related

Barker  
 Griper  
 Humiliater  
 Complainer  
 Abuser  
 Impatient  
 Yeller  
 Belittler of students  
 Harsh reprimands  
 Punisher

Non-instruction related

APPENDIX I: SIGNS AND QUOTES  
SCHOOLS A, B, C, AND D

School A Signs

Come to class ready to learn.

Exhibit appropriate manners and behavior at all times.

Show respect to all individuals.

Deposit chewing gum into trash can upon entering classroom.

Bring appropriate materials to class.

Keep hands, feet, and objects to yourself.

No yelling or screaming.

Be respectful of others' opinions, property, rights, and time.

Come to class prepared to work and learn.

No food or drinks allowed in class.

Remember to enjoy yourself quietly, respect the property that you are using and be sure to put it away once you are finished with it.

Raise your hand and wait to be recognized before speaking.

Do not leave your desk.

If the free areas are misused this privilege will be taken away.

School A Posters

Our words may link our thoughts, but our actions will reveal them.

Don't monkey around - be cool and follow the rules.

If you believe it, you can achieve.

We are proud to be Americans.

Learning is fun.

School B Signs

Warning - Punish work will be given.

To obtain teacher's attention:

1. One finger up means "I wish to speak."
2. Two fingers up means "I wish to leave my seat."
3. Three fingers up means "I need your help."

Be nice.

Be quiet.

School B Posters

Knowledge is power.

Take your reading to the top.

Anyway you add it up...math counts.

Whenever there is a human being, there is an opportunity for kindness.

You can make things happen.

Stretch your thinking.

School C Signs

Be nice.

Write in pencil and show your work.

Keep Mrs. R happy.

You must do what the teacher asks, requests, and demands.

You must do exactly what the teacher requires at all time.

Follow my rules.

Be courteous.

Be thoughtful.

Do not chew.

Do not interrupt anyone.

Do not leave your desk without permission.

Do not come to class without books, pencils, and paper.

Impress your teacher.

Please don't write on my desks.

Please don't back talk.

If not seated, expect to write.

### School C Posters

Concentration is the key to success.

You can make things happen.

If you believe then you can achieve.

You are responsible.

Kids are special people.

Stride with pride.

Reading is the way to grow.

The secret of getting ahead is getting started.

Nuttin' honey, just English.

A good angle to approach any problem is the Try-angle.

Study smarter.

People who are good at excuses are seldom good.

### School D Signs

Students do your teachers know where you are?

No food or drink in the classrooms.

Please meet your class on time.

For many students, the middle grades represent the last chance to develop a sense of academic purpose and personal commitment to educational goals. Those who fail at middle grade levels often dropout of school



and may never again have the opportunity to develop to their fullest potential.

Go to class.

Sit down.

Don't scream and yell.

APPENDIX J: QUALITATIVE SEMI-STRUCTURED, OPEN-ENDED  
INTERVIEW QUESTIONS

1. How do you feel about teaching in a middle school?  
How did you receive this assignment?
2. How important do you feel that flexibility and innovation in teaching styles and methods are to today's middle school teachers?
3. How do the students affect how much effort you exert in the classroom?
4. How do you feel about the statement: High faculty initiative leads to the attainment of desirable educational goals?
5. In what ways are classroom teachers allowed to develop their skills and abilities as educators?
6. What are the advantages of teaching in a relatively large [or relatively small] middle school?
7. In what ways do you receive positive feedback for your effort in the classroom from your students? from your fellow teachers? from the administrators?
8. What are the advantages of teaching in a large metropolitan [or non-metropolitan] area?
9. In what ways has teaching in a middle school been what you had expected? In what ways has it been different from what you had expected?
10. What are your feelings about the statement: Good job performance by a teacher requires hard work?
11. What is your previous teaching experience? In what types of schools (elementary or high schools) have you taught?

APPENDIX K: QUALITATIVE SCHOOL SELECTION  
(COMMUNITY TYPE AND AVERAGE FORCE OF MOTIVATION SCORE)

METROPOLITAN SCHOOLS (In decreasing order of force of motivation scores)	NON METROPOLITAN SCHOOLS (In decreasing order of force of motivation scores)
1897 (School C)	2166
1795	1968
1720	1953 (School A)
1653	1927
1635	1895
1593	1867
1504	1787
1365 (School D)	1783
1342	1770
	1756
	1699
	1697
	1668
	1603
	1534
	1493
	1434
	1413
	1360
	1350 (School B)
	1190

APPENDIX L: FREQUENCIES FOR ALL THE ITEMS IN THE SURVEY  
FOR ALL SCHOOLS

PERCEIVED ORGANIZATIONAL	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
10	3	0.5	3	0.5
12	2	0.3	5	0.8
16	2	0.3	7	1.1
17	4	0.6	11	1.7
18	2	0.3	13	2.0
19	5	0.8	18	2.7
20	7	1.1	25	3.8
21	5	0.8	30	4.6
22	15	2.3	45	6.8
23	28	4.2	73	11.1
24	16	2.4	89	13.5
25	22	3.3	111	16.8
26	27	4.1	138	20.9
27	24	3.6	162	24.6
28	56	8.5	218	33.1
29	31	4.7	249	37.8
30	42	6.4	291	44.2
30.1	12	1.8	303	46.0
31	45	6.8	348	52.8
32	83	12.6	431	65.4
33	59	9.0	490	74.4
34	61	9.3	551	83.6
35	33	5.0	584	88.6
36	29	4.4	613	93.0
37	14	2.1	627	95.1
38	21	3.2	648	98.3
39	8	1.2	656	99.5
40	3	0.5	659	100.0

## VITA

Cynthia Young Wren is a life-long resident of Louisiana. Cynthia graduated from Port Allen High School in 1968. She graduated from Southeastern Louisiana University in 1972 receiving a bachelors degree in mathematics education.

Cynthia was a secondary math teacher for twenty years at Port Allen High School. Since 1992, she has taught gifted resource classes in West Baton Rouge Parish.

Cynthia received a masters in supervision from Louisiana State University in 1992. She is currently working on a doctoral degree in Educational Administration.

## DOCTORAL EXAMINATION AND DISSERTATION REPORT

**Candidate:** Cynthia Young Wren

**Major Field:** Educational Administration and Supervision

**Title of Dissertation:** Work Motivation and Perceived Organizational Effectiveness in Middle Schools

**Approved:**

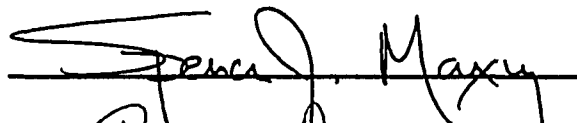


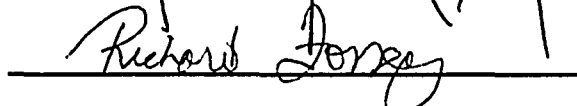
Major Professor and Chairman



Dean of the Graduate School

### EXAMINING COMMITTEE:









**Date of Examination:**

February 27, 1996